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ABSTRACT

This is the last of five documents compiled to report on the problem of innovation and change in the context of projects supported by the National Center for the Improvement of Educational Systems (NCIES) and the second of two documents that examine in detail the Career Opportunities Program (COP) and its effects on COP aides, students, and the institutions involved. Included in this document are discussions on survey design, the development of achievement tests, and the development of a student opinion questionnaire. Copies of all surveys and tests are included. A related document is EA 004 861. (Page 142 may reproduce poorly.) (Author/DN)

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ABT ASSOCIATES INC.
55 WHEELER STREET, CAMBRIDGE, MASSACHUSETTS 02138
TELEPHONE • AREA 617-492-7100
TELEX: 710-320-6367

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Prepared for:

THE OFFICE OF EDUCATION
Office of Planning, Budgeting and Evaluation
400 Maryland Avenue, S. W.
Washington, D. C. 20202

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INNOVATION AND CHANGE:

A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems

FINAL REPORT

VOLUME V: APPENDIX

CAREER OPPORTUNITIES PROGRAM
IMPACT EVALUATION (COP)

EA 004 862

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December 22, 1972

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INTRODUCTION

This volume documents the research design, instruments, and field procedures employed in this study.

The operational plan, submitted on July 29, 1971 was approved by the Office of Education and functioned as the plan of the study. The original research design which this document presented was slightly modified but the thrust of the study remained the same.

The design was essentially a two-wave survey of COP aides and a multi-faceted survey of selected respondent groups who potentially could be impacted by the program. In order to assess impacts on diverse respondent groups, nine distinct questionnaires/instruments were developed by Abt Associates Inc. In addition, three standardized achievement tests were selected for group testing of COP aides and students, grades 1-6. One instrument, the Student Opinionnaire, required extensive development to assure a satisfactory measurement procedure. These developments, along with the instruments and justification statements submitted to OMB, are included in this volume.

The field procedures in a survey are critical to the success of the study. In the case of this evaluation, great attention was paid to this part of the study not only because strong field control is methodologically essential but also because we were concerned lest the project directors of the sites be unsympathetic and therefore uncooperative. Some of the procedures required are not popular in many educational circles, i.e., achievement tests; some of the questions we would be asking were somewhat sensitive ones, i.e., attitudes. Finally, since we had to return to the sites, there was always the danger that we would wear out our welcome. In consultation with the Office of Education we embarked on a planned program to fully explain the study and to actively seek the cooperation of the Project Directors.

Examples of our efforts along this line were:

- Special Washington, D.C. conference with the 16 Project Directors arranged and paid for by the contractor.

- Personal visits to those sites which included student testing to discuss the needs and instruments developed. The Research Director visited four of these sites between the fall and spring waves for the express purpose of explaining the uses to which the data would be put and modifying the procedures so far as possible to satisfy the concerns of the sites. For example, one site objected to printing the faces of the Student Opinionnaire instrument on white paper since this does not take into account minority children. At their suggestion the color was changed to green.

The Project Directors of all the sites were both cordial and cooperative for both the fall and spring field efforts. It must be recognized, however, that the COP program operates within the local constraints of the communities it serves. In several cases, the requirements for student testing put severe strains on the local COP staff ranging from the challenge of scheduling testing in the classrooms to local rules which prevented the dissemination of information about students that was needed for the analysis.

Although many programs are federally funded, they still must operate within specific regions, states, and localities in this country. These jurisdictions are not subservient to the federal government; indeed, states rights are an integral part of the constitution. Recognizing this and from our own experiences in the field we urge the Office of Education to reconsider its procedures in making evaluation decisions for its programs. That is, unless local conditions are considered, the data requests made at the federal level may not be able to be honored at the local

level. Responding to demands that cannot be easily met, if at all, places very heavy responsibility on the evaluation contractor, a responsibility that may not be appropriate to his function. We are suggesting that in the future where data requested by the Office of Education is perceived by the local sites as being "sensitive," the Office of Education use its persuasive powers to obtain such data or at least smooth the way.

I. OPERATIONAL PLAN

Introduction

The essence of Abt Associates' plan is a dichotomized study of the impact of the eight BEPD programs identified as subjects for investigation in both the RFP and our proposal. The first part is in the form of an analytical survey of the impact of the Career Opportunities Program in the areas of institutional change, participant attitude and behavior, and student achievement and behavior. The other part will be a series of case studies of the activities and impacts of exemplary projects and project sites chosen from all eight subject BEPD programs. The focus of the case studies will be on the operational dynamics of the various BEPD strategies used and the resulting impacts of those strategies. The following sections of this plan discuss the two parts of the study in detail, as well as items of overall concern.

The plan delineated here arose out of the obligatory resolution of the ambiguity inherent in the specification of sampling procedures as they appear in different places within the contract between the Office of Education and Abt Associates Inc. The nature of the resolution addresses the expressed future direction of the Bureau of Educational Personnel Development. The present operational structure of the Bureau that provides for a number of discrete programs to upgrade educational personnel and the systems within which they work will be changing in the near future. The expectation is that only the Career Opportunities Program and the Teacher Corps Program will retain their present identity. The others will be subsumed under a new "Teacher Center" concept as current funding commitments are fulfilled. This study will identify and save those valuable lessons learned from past experience for the use of all of BEPD in its future role.

It is likely that Teacher Corps will be managed from a different Federal office in FY 1973. In addition, Teacher Corps, a mutable program, changes its characteristics and objectives

with each new two-year operating cycle. Rather than a distinctive, unified program, Teacher Corps is like a tandem series of programs, one growing out of another, that are administered by the same Bureau. Thus, Teacher Corps will not be singled out for individual evaluative treatment as will the Career Opportunities Program.

Career Opportunities Program (COP) Impact Study

This study has been designed to provide data, testing three hypotheses:

- Hypothesis 1: COP has been an effective tool in improving the educational experience of students in the classroom.
- Hypothesis 2: COP has been effective in enhancing the career potentials of its participants.
- Hypothesis 3: COP has engendered change in institutional structures.

In order to test these hypotheses, data will be obtained from the following sources:

- Students
- Participants
- Institutions

1.0 Students

The eventual target of all educational reforms is the student. Consequently, an impact evaluation must address the effects of a program on the students involved. Unfortunately, in most cases, COP being no exception, such "higher order" impacts occur only after change has taken place at previous levels, as in

the performance of the teacher. Since we are dealing with a filter effect, only dramatic changes in student performance will be evident in a short time.

Our evaluation will be limited to students in grades 1-6. We have chosen this grade span for several reasons:

- Most COP programs are in elementary schools;
- Achievement tests are available which span these grades;
- The effect of educational inputs becomes more heavily confounded with past school experiences and extra-school factors as the student progresses through school.

Our evaluation will assess the program's impact on students' achievement and behavior. Attitudinal data is also of interest.

1. Achievement Tests: Student tests of basic reading and mathematics achievement, such as the Metropolitan or Stanford, will be used. Criteria for selection of the actual test to be used will include minimization of cultural bias and testing duration. Of interest here will be a comparison of the performance of students who have had COP aides as a part of their classroom experience with those who have not. Further, we may make comparisons within the sample of COP students to investigate possible determinants of impact, such as the relationship of the amount of time the aide is actually teaching the class with the impact on achievement.

2. Attitudinals: Measures of student's attitudes towards school, self, and others will be developed to assess differences in attitude between children who have COP aides and those who do not.

2.0 Participants

Although the impact on students is a concern of COP, the effect of the program on the aides themselves is of at least equal importance. If the program is unsuccessful in training aides, no impact on students could be expected. Similarly, even if no impact is detected on student achievement, the establishment of an enhanced set of reality-based aspirations on the part of the participants would constitute a degree of success. It must be recognized that COP has as an expressed goal,

> ...to attract capable persons to careers in education in a way that will improve both education and employment opportunities for the poor, and establish career lattices in schools so that productive careers can be followed by those recruited through this program. Project Directors Handbook, COP Leadership Training Institute, December, 1970, p.1.

To explore this, participants will be administered the following:

- A standardized test of basic skills;
- A questionnaire designed to elicit information concerning:
  - career plans and aspirations
  - attitudes towards the project, students, peers and teachers

Here we will make longitudinal comparisons of the participants, investigating their changes on these dimensions over time. This will be accomplished by use of a pretest and a posttest. The data gathered may also serve as the basis of a long-term longitudinal study of COP participation.

There are two dimensions of participant characteristics which are of particular interest in this study. The first is the differential effects of the length of time in the COP program.

We will obtain information on this dimension when we field this study and use it in later analysis, i.e., we will divide the participants sampled into first and second year COP participants and analyze for differences in output measures between them.

A similar procedure is suggested to explore the issue of amount of use of COP participants as instructional aides. While the Project Director's Handbook specifies that "Teacher aides must be used as direct participants in the learning-teaching process" (p.4), the question has been raised as to whether COP aides are, indeed, used as direct instructional aides in the classroom, or relegated to clerical jobs. Again, we will obtain this information (i.e., functions of aides) when we conduct this survey and develop incidence figures. If the data warrants it, we can further analyze the outputs on participants as a function of amount of direct classroom instructional experience.

3.0 Institutions

In discussing institutional change, it is necessary to distinguish between simple change and impact. As we intend to use the term, an institutional impact is a change in an organization which has occurred as a result of the introduction of a project but was not a direct part of that project. That is, use of COP aides in a classroom is not an impact--it is a part of the project's operation. On the other hand, introduction of aides funded by the LEA into other schools in the district represents an impact, an institutional change which can be related to the project but is not an integral part of it.

Generally, institutional impact takes time to occur. Since COP is only two years old, we would expect little impact to be evident even in the oldest sites. Institutional impact is a relatively low priority item for COP; however, a multiplier or ripple effect would be a welcome finding. To assess the extent of institutional impact arising from COP, we will gather information

from the following sources:

1. Teachers in COP schools: We will consider the impact of the introduction of COP aides into classroom on teachers' behavior and the structure of the classrooms.

2. SEA: We will survey all 50 SEA's to determine what changes in certification requirements have occurred in the past few years and if any of it can be attributed to COP projects in the state.

3. LEA: We will survey administrators of the LEA (superintendents, principals, etc.) to assess the changes in career structures, hiring practices and pay scales which have occurred since the introduction of COP.

4. IHE: We will investigate such things as changes in curriculum and faculty make-up, and recruitment and entrance procedures.

5. Schools: We will explore such things as changes in schedules and differential staffing.

In order to make these assessments, the following research design will be implemented:

RESEARCH DESIGN--FIELD SURVEY OF COP*

	SAMPLE	CONTROL	COMMENTS
Site	16 sites selected by PPS (probability proportional to size) with extreme sites excluded. (Size determined by number of participants.)	See Student Section below.	Comparisons will be total sample vs. total control; that is, comparisons will be only between groups.
Participants (COP aides)	30 participants stratified by grade at each site. N = 30 X 16 = 480	N/A	Comparisons will be by pre/post testing, i.e., each subject serves as his own control.
Students	A subsample of 5 sites will be selected from the 16 sample sites. These sites each have 30 participants (see above) or 150 participants each associated with a class. Randomly select 2 classes within each grade level within each site. Sample all students within each of the selected classes. Assuming an average of 30 students per class, N=30x2x6x5=1800.	ESEA Title I schools which are not serviced by COP or any other aide program. 2 schools selected in geographic proximity to schools in the 5-site subsample. From these schools 2 classes at each grade level (1-6) will be selected. All students within these classes will be tested, i.e., N = 2 x 6 x 30 = 360.	Comparisons made between COP and non-COP; also within COP in selected areas.
Institutions			
SEA's	Exhaustive: all 50 to check out changes in certification.	N/A	
LEA's (Superintendents)	These are associated with sampled sites. Will interview representatives of each of the institutions at all 16 sites	N/A	
IHE's		N/A	
Schools (Principals)		N/A	
Teacher	12 associated with each of the 5 student sites, i.e. for each sampled class N = 2x6x5 = 60	N/A	

* This design was later modified. See OMB Justification Statements.

The multi-stage sampling plan outlined above was developed to allow us to focus on those populations of most concern, namely, COP participants and their students. Use of a probability proportionate to size (PPS) sample gives each participant in the population an equal chance of selection. The procedures described below permit us to use the resultant data on participants directly; that is, we can deal with unweighted data at the participant level. Results on participants can be generalized directly to the participant population.

Students in Title I schools are primarily from the lower end of the socio-economic scale. We know that socio-economic index is a potent variable in student performance. Since our population is drawn from a narrow range of that scale, we can safely assume that variability of performance has been sharply reduced, i.e., we have a very homogenous group. Another way of saying this is that the variability within any one class will be greater than the variability between classes and schools.

Procedural Details of the Research Design for the COP Survey

I. The Site Sample will consist of 16 COP schools selected at random with probability of selection proportional to number of COP participant. This is a simple one-stage cluster sample. It is self-weighting with respect to inferences about the total population of COP participants; that is, the simple (unweighted) average of the means of the sampled schools with respect to any participant characteristic is an unbiased estimator of the overall COP population mean with respect to the characteristic.

The great majority of COP projects have between 30 and 200 participants each. The exceptions are either so large as to swamp the analysis or so small as to have no appreciable effect on the results; we shall therefore restrict the survey to this size range. Within this middle range, we anticipate that the characteristics of principal interest will vary much less from

site to site than from participant to participant within a site, from grade to grade, or from pupil to pupil within a classroom group.

We originally proposed a sample of 14 sites out of the total of 132, which would have yielded estimates of parameters at the site level with 95%-confidence error tolerances of 0.5 standard deviations: probably sufficient precision, given our reduced, relatively homogeneous site universe. The sample of 16 sites that we now envisage will provide somewhat more precision inasmuch as the population from which the sample will be taken will be somewhat smaller through exclusion of extreme cases.

II. The Participant Sample from the selected sites will be stratified and balanced so as to insure maximum precision of comparison from site to site, from participant to participant, and from grade to grade. Within each of the 16 sites, 5 participants will be selected at random from each of the 6 grades (1-6) for a total of 480 participants. This participant sample will not be self-weighting for inferences about the total participant universe. If the sampled sites include 1000 participants, this doubly stratified sample of 480 will yield a great deal of precision for generalizations to the population of participants in sampled sites: an error tolerance of less than 0.06 standard deviations, with 95% confidence.

III. The Student Sample will be a two-stage cluster sample of the universe of students of COP participants. Within each of the first five sites selected in heading I above, we shall test all the students of the first two participants selected out of each grade. We shall thus have, on the average, 30 students in each of 2 classes in each of 6 grades in each of 5 schools for a total of 1800 students. This design assumes that pupils within classes will vary more than classes within grades or schools within the total school population with respect to the characteristics of interest.

A control group is required for the student sample. We propose to select 2 ESEA Title I schools within geographic proximity of the 5 schools in the subsample. These constraints maximize the comparability of the two groups by requiring that the schools be eligible for Title I and by adding a geographic constraint. This is not a formal matched group, as our purpose is to compare two groups of students and not schools. Although we have chosen only two sites from which to draw students, we have a sample of 360--quite large enough to make meaningful comparisons.

II. INSTRUMENT DEVELOPMENT

1.0 Justification Statement for Fall Survey (OMB # 51S71034)

A. Justification of Form or Other Document in its Relation to Operating or Research Programs

1. The Office of Education, through the Office of Program Planning and Evaluation (OPPE), has awarded to Abt Associates Inc. a contract to conduct an impact evaluation of the Bureau of Education Personnel Development (BEPD). The study is composed of two sections--a series of project case studies and an analytic survey of the impact of the Career Opportunities Program (COP). The case studies are concerned with the impacts of the varying strategies used by programs within BEPD and the COP evaluation is concerned with the impact of COP on various target groups. Since the instruments submitted at this point deal with the COP evaluation only, we will limit our discussion to them.

We may summarize our survey efforts in the following very general hypotheses, stated positively:

1. COP has been effective in enhancing the career potentials of its participants.
2. COP has been an effective tool in improving the educational experiences of students in the classroom.
3. COP has engendered change in institutional structures.

The documents presented represent only a part of the total COP survey efforts. They consist of instruments for Fall administration to participants and a questionnaire for administration to the certification officers of the 50 State Education Agencies (SEAs). The participant instruments include the Adult Basic Learning Examination (ABLE), Level III (Reading and Mathematical problem sub-tests only), published by Harcourt Brace Jananovich, Inc., and an informal questionnaire developed by Abt Associates Inc. Later submissions will contain instruments relating to the survey of student and institutional impact, Spring instruments for participants, for post-test data and new informational questionnaires. Case study instruments will be submitted for the BEPD program evaluation.

The instrument to test basic skills of participants, ABLE, Level III, has been developed to cover Grades 9-12. It attempts to measure basic skills required for high school equivalency performance.

> In writing materials for ABLE III, the authors made every effort to present content and language relevant to the experiences of the poorly-educated adult. . . In late winter and early spring 1970, ABLE III, Form A, was standardized for school equivalency by equating with appropriate subtests of Stanford Achievement Test: High School Battery. Communities in Florida, Massachusetts, and Minnesota participated in this phase of the research. These communities were chosen in order to provide a sample with a wide range of ability, socio-economic background, and geographic location. . . The final forms of ABLE III, Forms A and B, were also administered, along with appropriate subtests of the Stanford High School Battery, Form W, to over 800 adults in a variety of academic and vocational education programs across the country.*

We are interested in seeing if participants who are starting the second year of the COP program (and who therefore have had a year of college experience) perform better than those just entering the COP program. If such a difference exists, we would anticipate a narrowing of that difference in the spring (after the new participants have had a year of college).

In order to reduce anxiety about confidentiality of data, we are asking respondents to record their date of birth, rather than their name. By including the year of birth, as well as day and month, the chances of identical dates in any site are greatly reduced. Respondents will then be identified by site number and date of birth. We need this information in order to match up pre- and post-test scores.

Although impact on students is COP's primary concern, the effects of the program on the aides themselves is of nearly equal importance. A goal of COP is to increase the future career potential of its participants. This is done by providing occupational training as paraprofessionals and by providing college experience. In addressing the impact on these participants we are interested in the effects of their training on their grasp of basic skills, as well as on their career aspirations. The former impact is evaluated by the two subtests of a standardized test and the latter is addressed by

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* Karlsen, B.; Madden, R. Gardner, E. F., ABLE Handbook, Level III Harcourt Brace Jananovich, Inc., 1971 (pp. 29-30).

sections of the participants' questionnaire (items 12 and 13). The rest of the Fall questionnaire collects demographic information needed for later data analysis. Our Spring testing will investigate the attitudes and opinions of COP participants toward education and education-related concepts. Taken together, these attributes of the participants outline what may be called "career potential," a collection of skills and opinions which may be associated with success in educational careers.

The impact of COP on a specific institution, the SEA, will be assessed by surveying the 50 state certification officers. They will be asked the nature of recently instituted or planned changes in state certification requirements and if these accommodate the training or experience given by COP.

The data collected in all phases of this study will be used by Abt Associates Inc. in preparing an impact evaluation of the programs of BEPD for submission to the Office of Education on August 31, 1972.

2. Data concerning participants will be collected on two occasions--the Fall of 1971 and the Spring of 1972. This constitutes in part of pre-test/post-test design to be used to investigate the changes which occur in the participants over time.

B. Justification of Method Used in Selecting and Contacting Those to be Covered

1. The participant portion of the survey will be used to evaluate the impact of the COP experience on the teacher aides involved as participants. The instruments will be administered to 480 aides in 16 COP sites throughout the country. Selection of the participants to be tested will require a two-stage sampling.

Initially, 16 sites will be selected from a reduced population of 90 COP projects funded in FY 1972.[1] The great majority of COP projects have between 30 and 200 participants each. The exceptions are either so large as to swamp the analysis or so small as to have no appreciable effect on the results; we shall therefore restrict the survey to projects within this size range. Within this middle range, we anticipate that the characteristics of principla interest will very substantially less among sites than among participants within a site, among grades, or among pupils within a classroom

1. See Addendum to Supporting Statement for added sites.

group. We originally proposed a sample of 14 sites out of the total of 132; the sample of 16 sites that we now envisage will provide somewhat more precision inasmuch as the population from which the sample will be taken will be both smaller and more homogeneous.

The 16 sites will be selected at random for the 90 sites reduced population with the probability of selection proportional to project size as measured by number of participants. Within each of the 16 sampled sites, 30 participants will be chosen, 15 in their first year in COP and 15 in their second, for a total participant sample of 480. Selection will be made by simple random sampling since the task of developing 16 frames in a size range of 30-200 is manageable and a random sample is the most direct approach.

A selected site may occasionally have fewer than 15 first or second year participants. If this is the case, we will sample all of the smaller group and sample more from the other to result in a total of 30. That is, if there are only 13 first-year participants in a site, we will select all of those 13 and also 17 second-year participants. This will not affect the overall estimates greatly, as a 100% sample introduces no variance due to sampling error for estimates of a parameter for that particular site and stratum.

Our sampling procedure has been chosen in order to accommodate expected data analysis. We seek to estimate proportions, mean scores, differences among uncorrelated proportions and mean score differences among groups. We wish to generalize probabilistically both to the total population of about 6300 participants in the 90 projects and to the population of about 1350 participants in the 16 sampled sites. For generalizations to the larger population, our participant sample is a two-stage sample, with clustering in the first stage and stratified random sampling in the second. For generalizations to the smaller population, it is a single stratified random sample. Clearly, the fine structure of the data will be most easily discerned in the latter category of generalizations.

For a simple estimate of a proportion p in the 16 site population, for example, the half-width d of the 95% confidence interval is given conservatively by $d = \sqrt{p\,(1-p)\left(\frac{1}{n} - \frac{1}{N}\right)}$ where n = 480 is the sample site and N = 1350 is the population site. Thus, $d \tilde{=} .07\sqrt{p(1-p)}$.

For typical proportions, therefore, the confidence intervals are roughly as follows:

P	Intervals
0.1	0.08 to 0.12
0.5	0.465 to 0.535
0.9	0.88 to 0.92

We shall estimate population means of raw scores on the Adult Basic Learning Examination subtests, whose standard devisions range around 7 or 9. The confidence interval formula here takes the following form:

$$d = 2\sigma / \sqrt{n} \cong 1$$

We omit the finite population correction as a way of compensating roughly for error of measurement inherent in the test. Since these tests have published reliabilities around .93 to .95 for an adult group with characteristics similar to the sample population, this adjustment is probably conservative. As an initial crude estimate, then, we anticipate that our estimates of overall 16 site population score means will be accurate within about 1 raw score point.

Generalizations to the large (90 project) population will be less precise, of course. Let us suppose that the interclass correlations of the variables of interest are positive and non-negligible (say, around 0.2 or so). That is, the COP sites are fairly similar with respect to the characteristics of interest, but there is still substantial variance among the site means. Cluster sampling is therefore a relatively inefficient approach and our cluster sample of 480 participants might be equivalent to a simple random sample of only 100 or so. This would correspond roughly to a doubling of the width of each confidence interval above.

Similarly, comparisons <u>within</u> the population of participants imply both smaller samples and also difference estimates. We lost precision in both ways. For example, we may wish to compare first-year participants with second-year. The confidence interval is inversely proportional to the square root of the sample size; reducing the size by half therefore increases the interval by a factor of $\sqrt{2}$ (about 40%). Further, an estimate of a difference also has a confidence interval of about 40% larger than that of a simple parameter estimate in the same population. When combined, these effects result in an overall doubling of the width of the confidence interval.

The SEA survey will investigate the impact of COP on the certification requirements in the 50 states. Since the population is small and the instrument is brief, all 50 SEAs will be surveyed.

Contact with the sites and Project Directors will be made through the Office of Education and COP officials. The Project Directors will then arrange for contact with the participants. An oversampling of sites will be made to allow for non-cooperation which is possible due to the existence of other evaluations of COP being simultaneously conducted. Similarly, an oversampling of participants will be conducted to allow for those who cannot attend the testing.

Initial contact with the SEA certification officers will be made by a letter from Abt Associates Inc. asking for their cooperation in the survey. Interviewing contact will be made by a telephone call from the Abt Associates staff member conducting the interview. No difficulties concerning non-respondence or validity are anticipated.

C. Brief Description of Plans for Collection, Tabulation and Publication

1. For the participants, the pre-test data collection will be conducted in each of the 16 sites in the Fall of 1971, beginning about October 19 and ending about November 5. About one day will be spent at each project. The post-test phase will be conducted in the Spring of 1972, beginning about March 13 and ending about May 5. The exact amount of time spent at each site will vary according to the amount of other data to be collected, although the collection of the data related to the instruments submitted at this time will require approximately one man-day per site. The testing will be conducted by members of the Abt Associates professional staff in cooperation with the project staff.

SEA data will be collected by telephone interviews in late October and early November, 1971. The entire period should encompass two or three weeks. Although the actual interview is brief, some difficulty in contacting a busy state official is likely. The interviews will be conducted from the Abt Associates offices in Cambridge, Massachusetts by staff members.

2. Participant results will be tabulated on a pre-/post-test by participant basis. Participants will be further categorized on the basis of certain items in the questionnaire (such as items 3-10) which gather demographic data for use in later analyses. Other questionnaire items will be tabulated (by participants) over time to allow investigation of change in response (such as items 12-13). Here, the dependent variable for analysis will be the presence or absence or change over time. Only the total scores on the standardized tests will be recorded, not individual item responses.

Subsequent analysis will attempt to document the existence of changes in participants in COP projects over time and to associate certain characteristics of the participant or his project (gathered in the questionnaire or from other sources) with the magnitude of change. Techniques used will include parametric and non-parametric tests of central tendency, cross-tabs correlation and possible regression analysis.

Items in the SEA questionnaire will be tabulated separately on a state by state basis. Analysis will assess the total amount of impact found nationwide with some attempt to determine the extent to which COP projects directly influenced the changes.

3. The data collected will be presented in the impact evaluation report to be submitted to the Office of Education on August 31, 1972.

D. Documentation of Consultation with Those Supplying Data, Users of the Data, and Others

1. The standardized tests were developed and validated by the professional staff of their respective testing firms. Data concerning specific aspects of test reliability, validity and other measurement concerns can be found in the test manuals. The COP participant questionnaire and the SEA interview format were developed primarily by Dr. Sydelle Shapiro and John Doucette of Abt Associates Inc. with the assistance of other staff members.

Selection of the standardized tests was made in consultation with Dr. Robert Hall of OPPE, Dr. Wilton Anderson, Director of COP, and his staff. The content of the two questionnaires was discussed with Dr. Anderson and other COP staff members.

2. The estimated time per testing session for COP participants is two and one half hours, each session, involving 30 participants at each of the 16 sites. The burden on participants, then, is estimated to be 1200 man-hours per testing. For both the pre-testing and post-testing the total burden would be 2400 man-hours.

The estimated time of the SEA interview is ten minutes. The total burden on the state certification officers is therefore estimated at 12-14 man-hours.

2.0 FALL SURVEY INSTRUMENTS

Questionnaires

1. COP Participants Fall Survey
2. SEA Telephone Questionnaire

Standardized Tests

Adult Basic Learning Examination (ABLE)*
Math and Reading Subtests, Level III, Form A
Harcourt, Brace and World, Inc.
757 Third Avenue
New York, New York

* For a specimen ABLE test booklet, please refer to the Spring Field Guide, P.

OMB Number 51S71034
Approval Expires Aug. 1972,

Please do not write in this box; it is for coding use only

(1-5) IMPED

(7-8) W___ ___

(9-12) ___ ___ ___ ___ SITE

CAREER OPPORTUNITIES PROGRAM : Participant Fall Survey

We would appreciate your help in our study of the Career Opportunities Program, and would like you to fill out this questionnaire. Your answers will be used only in this study and will be kept confidential. Please do not write your name on this form; instead, please enter the month, date, and year of your birth in the blanks below.

Date of Birth:

(14-19) _____

(month) (date) (year)

This column is for computer coding only - do not mark in this column

PARTICIPANT QUESTIONNAIRE

This questionnaire is being administered by Abt Associates as part of a research project for the Office of Education, Washington, D.C.

Please help us!

We would like to ask you a few questions to help us in describing COP. Only you know the answers to all these questions. They will be used only for the purposes of this study. Please put a check [✓] in the bracket that best answers each of these questions.

Question 1: Were you a teacher aide **before** you joined COP ?

(20) 1 [ ] No
2 [ ] Yes

Question 2: Is this your first or second year in the COP program?

(21) 1 [ ] First Year
2 [ ] Second Year

Question 3: Before joining COP, how far had you yourself gone in school? Please check the box which includes the grade you **finished.**

(22) 1 [ ] Grades 1 - 3
2 [ ] Grades 4 - 6
3 [ ] Grades 7 - 8
4 [ ] Grades 9 - 11
5 [ ] Grade 12 (high school diploma)
6 [ ] Some college or more

Question 4: Before joining COP, was your schooling in the United States or was some of it outside of the United States (for example, Mexico)?

(23) 1 [ ] All of my schooling was in the U.S.
2 [ ] Some of my schooling was in the U.S.
3 [ ] None of my schooling was in the U.S.

Question 5: What language is your **first** language (that is, the one you learned at home)?

(24) 1 [ ] English
2 [ ] Spanish
3 [ ] American Indian
4 [ ] Other (please specify) _____

_____

Question 6: Please indicate your sex.

(25)
1 [ ] Male
2 [ ] Female

Question 7: Which age group are you in?

(26)
1 [ ] Under 20
2 [ ] 20 - 24
3 [ ] 25 - 29
4 [ ] 30 - 34
5 [ ] 35 - 39
6 [ ] 40 and over

Question 8: What is your marital status?

(27)
1 [ ] Single
2 [ ] Married
3 [ ] Widowed
4 [ ] Separated
5 [ ] Divorced

Question 9: How many children do you have?

(28-29) _____ (write number of children on blank)

Question 10: How many children do you have who are younger than six years old?

(30-31) _____ (write number of children under six)

Question 11: Please indicate which ethnic/cultural group you belong to

(32)
1 [ ] American Indian
2 [ ] Black
3 [ ] Oriental
Spanish:
4 [ ] Mexican
5 [ ] Puerto Rican
6 [ ] Other
7 [ ] White (other than Spanish)
8 [ ] Other (specify) _____

Question 12: What did you do last before joining COP? (specify)

(33)
1 [ ] Teacher Aide
2 [ ] Housewife
3 [ ] Armed Services
4 [ ] Unemployed
5 [ ] Other (specify) _____

_____

Question 13: What kind of work do you plan to do next year? *(you may check more than one.)*

(34)	1	[ ]	Go out of the teaching field entirely
	2	[ ]	Become a full-time teacher
(35)	1	[ ]	Go into other Federal Programs
(36)	1	[ ]	Become a full-time housewife
(37)	1	[ ]	Go into the Armed Services
(38)	1	[ ]	Continue in the COP program
(39)	1	[ ]	Become a full-time student
(40)	1	[ ]	Leave COP and become a teacher's aide
(41)	1	[ ]	Other (specify)
(42)	1	[ ]	Don't Know

Question 14: What are your career plans over the next three years? *(you may check more than one.)*

(43)	1	[ ]	Go out of the teaching field entirely
	2	[ ]	Become a full-time teacher
(44)	1	[ ]	Go into other Federal Programs
(45)	1	[ ]	Become a full-time housewife
(46)	1	[ ]	Go into the Armed Services
(47)	1	[ ]	Continue in the COP program
(48)	1	[ ]	Become a full-time student
(49)	1	[ ]	Leave COP and become a teacher's aide
(50)	1	[ ]	Other (specify)
(51)	1	[ ]	Don't Know

(52)	1	[ ]	C	For Coding Only
	2	[ ]	N-C	

Question 15: How did you **first** hear about COP?

(53)	1	[ ]	Friend
	2	[ ]	Teacher
	3	[ ]	Community Organization; which one?
	4	[ ]	Newspaper
	5	[ ]	Radio or TV
	6	[ ]	Other Federal or State Program
	7	[ ]	Other (specify) _____

Question 16: Did you experience any difficulties in applying for or entering the COP program?

(54)	1	[ ]	No
	2	[ ]	Yes; What were they? _____

(55-56)	_____ RS	For Coding Only
(57-58)	_____ MS	

Thank You For Your Help.

Name:_____

Title:_____

SEA TELEPHONE QUESTIONNAIRE

SEA:_____

Hello: this is_____of Abt Associates in Cambridge, Massachusetts. We are conducting a telephone survey of State Education Agencies for the Office of Education in Washington, D. C. We are interested in asking you a few questions about your teacher certification regulations. Is it convenient for me to speak with you now or shall I call you back?

Can you please tell me...

1. Have your state teacher certification requirements changed since September, 1969 in any of the following ways? Changes such as:

	DK	NO	YES →	FOR EACH "YES" ASK "What were the details of this change?" RECORD RESPONSE BELOW
a. Granting of provisional certification	[ ]	[ ]	[ ]	
b. B. A. no longer required	[ ]	[ ]	[ ]	
c. Number and/or type of courses required	[ ]	[ ]	[ ]	
d. Credit given for work experience outside of the teaching profession	[ ]	[ ]	[ ]	

	DK	NO	YES →	FOR EACH "YES" ASK "What were the details of this change? RECORD RESPONSE BELOW
e. Credit given for hours of teaching beyond required practice teaching	[ ]	[ ]	[ ]	
f. Exemptions made for particular Local Education Agencies (from state regulations)	[ ]	[ ]	[ ]	
g. Granting of special certification for teachers' aides	[ ]	[ ]	[ ]	
h. Extensions in time requirements for certification	[ ]	[ ]	[ ]	

	DK	NO	YES →	IF "YES", PROBE: What were they?
2. Were there any other changes made?	[ ]	[ ]	[ ]	

3. Do you anticipate any changes in your state teacher certification requirements in the next 2 years?

Yes [ ]
No [ ] (SKIP TO QUESTION #7)
Don't Know [ ] (SKIP TO QUESTION #7)

4. Will changes in the next 2 years be made in any of the following areas?

	DK	NO	YES	FOR EACH "YES" ASK, "What will be the details of this change?" RECORD RESPONSE BELOW
a. Granting of provisional certification	[ ]	[ ]	[ ]	
b. B. A. no longer required	[ ]	[ ]	[ ]	
c. Number and/ or type of courses required	[ ]	[ ]	[ ]	
d. Credit given for work experience outside of the teaching profession	[ ]	[ ]	[ ]	
e. Credit given for hours of teaching beyond required practice teaching	[ ]	[ ]	[ ]	
f. Exemptions made for particular Local Education Agencies (from state regulations)	[ ]	[ ]	[ ]	
g. Granting of special certification for teachers' aides	[ ]	[ ]	[ ]	
h. Extensions in time requirements for certification	[ ]	[ ]	[ ]	

5. Will there be any other changes in the next 2 years?

DK	NO	YES	IF "YES", PROBE: What will they be?
[ ]	[ ]	[ ]	

6. In your opinion will these future changes reflect a concern for participants in the Career Opportunities Program, that is, COP? READ LIST:

YES	[ ]
NO	[ ]
DON'T KNOW	[ ]
NEVER HEARD OF COP	[ ]

7. In your opinion do your present teacher certification regulations reflect a concern for participants in the Career Opportunities Program, that is, COP? READ LIST:

YES	[ ]
NO	[ ]
DON'T KNOW	[ ]
NEVER HEARD OF COP	[ ]

Thank you very much for your help. Goodbye...

3.0 Development of Student Opinionnaire Instrument

Although generalized measures of attitudes are quite common, few attitude instruments appropriate for use in group testing of young children are generally available. Several self-concept instruments are used widely, however, they are much too narrow and time consuming for our purposes. Since a group administered test of affective impact of COP on students is desirable, we decided to develop an instrument for this purpose. This instrument would be used as an alternative to a questionnaire; that is, we would use it as a survey instrument.

We could not adapt the typical adult attitude scale for several reasons. First and most important, these require a degree of verbal skill that cannot be expected of young children. Even if the standard instruments were read aloud to the students, they would not likely understand some of the words, and changes in the wording would alter the actual content of the scale. In addition, the response modes are complex. Rankings are clearly too difficult. Agree/disagree responses introduce an acquiescence effect. It is not unreasonable to assume that children tend to acquiescence and will therefore agree more than disagree, regardless of the content of the items. Further, commercially available scales are generally "trait measures" using a large number of items to measure a single underlying trait. Since we were interested in studying attitudes not as traies but as opinions, such scales are inappropriate.

If the items are designed to be administered by being read aloud and the language is intended to be understandable to young children, the initial objections can be overcome. Market researchers have used a type of Likert scale with children with some success. In it, the options on the scale are represented by a series of faces with expressions changing from smiling to frowning.* It has been demonstrated that children are able to respond appropriately in this mode. Finally, savings in time can be made by using the opinionnaire method rather than the trait measure approach. For example, if we wish to know a student's attitude towards his teacher, we ask him to

---

* See Appendix "Pretests of Student Opinionnaire Instrument"

mark the face most like his feelings toward the teacher. Marking a smile implies a positive attitude, marking a frown implies a negative one. Since this instrument will not be used for individual diagnostic purposes, such general measures have sufficient reliability if group rather than individual data is used.

Our goal then was to develop an opinionnaire appropriate for use with children in grades 1-6. It would require no reading on the part of the students, since it would be administered verbally, and would have a simple response mode. This experimental instrument would not be suitable for clinical purposes, but would be appropriate for research involving groups of students. In essence, then, we developed a survey instrument to measure the opinions of children, not their underlying traits.

Discrimination Test of Student Opinionnaire Instrument

In order to determine whether or not first grade students could distinguish between the five faces (sequenced from happy to sad), a field test was conducted at a school in Cambridge, Massachusetts. The Russell School was chosen because of its location in the inner-city and the fact that it draws students from the surrounding low-income neighborhood. Although the neighborhood has its own unique characteristics, it includes a racial/ethnic and SES mix similar to other low-income neighborhoods across the country. Therefore, the students at the school are fairly typical of the types of students found in inner-city schools, including those in which COP participants are placed for in-service training.

Out of a first grade class of thirty children, five children were chosen by the teacher to be tested. The five children were chosen on the basis of being "average in ability" and having little fear of strangers.

The test procedures are described in detail in this report. All five children were able to discriminate between the 5 faces and to respond to the examiner's questions ("Which face looks very happy?"; "Which face looks almost happy?", etc.) While all children could discriminate the faces, none of the children could sequence the faces themselves (either from happiest to saddest, or from saddest to happiest) without identification by the examiner as to which face followed which. All the children were able to sequence the faces with the examiner's help. Sequencing is not a skill necessary for this instrument; discrimination is.

On the basis of this test we felt certain the most, if not all, first grade students would be able to discriminate between the five faces and make identifications according to happy/sad characteristics, given appropriate instructions.

Instrument Pre-Testing

A twenty minute test was developed for pre-testing. The following questions were addressed in the pre-test:

- Can children discriminate between stimuli?
- Will children show a spread of responses or will they only alternate or perseverate?
- Is the spread of responses a random effect?
- Will children repeat their choice at the beginning and at the end of the test?

The first pre-test was conducted in the first grade of the Russell School,. where the original discrimination pre-test was conducted. Revisions on the original test (Pretest Procedures for Student Opinionnaire Instrument[1] following) were made on both the procedure and times used, as a result of this pre test. The revised Pre-Test Procedure for Student Opinionnaire Instrument (2) was then tested in a third grade class at the school and subsequent changes were made only in the procedure (see Revised Pre-Test [3]. Arrangements have been made for further testing of the instruments in Newton, Massachusetts, Port Edwards, Wisconsin, and Manchester, New Hampshire.

Items

Entries in the list of stimuli given to sutdents fall into two categories:

- A few items, placed at the beginning of the list, will be selected to elicit strong positive .d negative responses, thereby familiarizing the students with the scale they are expected to use in marking their answers.
- The remainder of the items will be selected from a list which is now being prepared. They will give direct behavioral measures of student opinions about themselves and their classroom environments. These items will be selected on the basis of their face validity (clear relation to the behaviors being measured) and the range of response. Items on which students express a wide range of views will be preferred to those in which most of the respondents cluster at one end of the scale.

Expectations for Use

We have developed this instrument in order to explore attitudes towards school, self, and others among grade school children (grades I-VI). Of specific interest is differences between those classes of children who have had a COP aide in their class and those who have not. This instrument was developed as a way of measuring group, as opposed to individual, response. For example, we may choose to compare the average response on an item (e.g., opinion of "spelling") for the group of students having COP aides with the average for a group not having them.

What research uses beyond the present study could the instrument have? It is important to re-emphasize that it cannot be used as a diagnostic instrument for individual subjects. Neither is it likely to have sufficient reliability for use in measuring change. However, although the items were selected for their face validity specific to our needs, it could be used, if it is successful and possibly with modifications in the content of the items, in other research and descriptive studies of this population.

PRETESTS OF STUDENT OPINIONNAIRE INSTRUMENT

3.1 Procedure for Discrimination Test of Student Opinionnaire Instrument

1. Ask the teacher to choose one child who:
   - is of fairly average ability commensurate with his age group
   - is fairly out-going and would be willing to classify verbal meanings and facial expressions.

2. Meet the child and talk with him for a moment--get acquainted for a little while. Explain that you would like to play a little game with him. Show him the pictures of the faces and ask him to:

   a. Identify the HAPPIEST face in the group;
   b. IDENTIFY THE NEXT HAPPIEST face ("Which face would be the happiest one if I took this one away?");
   c. Identify the SADDEST face in the group;
   d. Identify the NEXT SADDEST face ("Which face would be the saddest one if I took this one away?");
   e. Identify the face that doesn't seem to be feeling ANYTHING--that is, the face which doesn't look either happy or sad.

3. Ask the child if he could arrange the faces from saddest to happiest. (This may be extremely difficult for children to do--so don't press them if they can't do it.)

3.2 Revised Student Opinionnaire Procedures

First Pilot Test

Pre-Test Procedure for Spring Attitude Instrument (1)

"Here is a picture of faces. Some faces are happy; some faces are unahppy. Here is a happy face; here is another happy face. Which face is the happiest? Show me a face that is unhappy. Show me another face that is unhappy. Which face is the most unhappy?

What is this face? It is a face that is neither happy nor unhappy. It is in-between!

Okay, once more. What kind of face is this? And this? And this? (etc., etc.)

Good. Now you know what each face means. Now this is what we are going to do. I am going to say different things. Each time I say something, you will show me which face goes with what I say. Suppose I said, 'orange juice.' Now if orange juice made you sad, or unhappy or mad, you would choose this face. If orange juice makes you very, very happy you would choose this face.

You can show me which face tells how you feel by drawing a line through it.

I think you will find this fun to do. Let's try it, okay?

The first set of faces is next to the letter 'A'. Draw a circle around the face that tells best how you feel when I say 'ice cream' (A). Okay, now the next set of faces is next to 'B', and the word is 'running' (B)."

Item List (1)

C. Going to Bed
D. Having lunch
E. Playing kickball
F. Reading a book
G. Singing a song
H. Medicine
I. T. V.
J. Spelling
K. Miss_____(teacher)
L. If your teacher is sick and stays out of school
M. How do you feel about yourself?
N. School
O. Vacation
P. Arithmetic
Q. Mailman
R. Spinach
S. If you are sick and have to stay home from school
T. Candy

Second Pilot Test

Revised Pre-Test Procedure for Student Opinionnaire Instrument

(2)

Required Steps and Procedures

1. Test booklets are not handed out until description of test and initial instructions are given.
2. Students must be lined up in rows.
3. Teachers are to circulate during the first page but then must move to a far corner of the room.

"Here is a picture of faces. Some faces are happy; some faces are sad. Here is a happy face and here is another happy face. Which face is the happiest?

Show me a face that is sad. Show me another face that is sad. Which face is the saddest?

What is this face? It is a face that is neither happy or sad. It's in-between! Okay, once more--what kind of face is this? This? This? [etc.]

Good. Now you know what each face means. This is what we are going to do. Pretty soon I am going to hand out some booklets that have these faces in them. They look like this...[hold one up]...This is what I want you to do. I will read a list of things to you. When I read one, I want you to draw a line through the face that shows best how you feel. Suppose I said, 'taking a bath'...[point each time and draw a line through the appropriate face]...Some of you like a bath a lot or a litte. Some of you don't care. Some of you hate taking a bath a lot or a little.

[Hand out papers]...When you get your papers, please do not write your name. What we do want to know is where you are a boy or a girl. Write a G if you are a girl. Write a B if you are a boy. Put the letter here... [point]...next to Page 1. Do that now. All done?

There is one thing that's very important. We only want to know how you yourself think. There are no wrong or right answers. Your ideas are as good as anyone else's. The only good answer is the one that you think is right. But, we want your own ideas on the paper. Don't call it out!

I think you will find this fun to do. Let's try it, okay? The first set of faces is next to the letter A. Draw a line through the face that tells best how you feel when I say,

'ice cream'.

Good. Now the next set of faces is next to B and the word is ..."

Revised Item List (2)

B. Running
C. Going to bed
D. Having lunch
E. How do you feel when you look in the mirror?
F. Reading a book
G. Singing a song
H. Medicine
I. T. V.
J. Your Teacher
K. Spelling
L. If your teach is sick and out of school
M. How do your feel about yourself?
N. School
O. Miss_____(teacher)
P. Working with numbers
Q. Mailman
R. Spinach
S. If you are sick and have to stay home from school
T. Candy

Third Pilot Test

Revised Pre-Test Procedure for Student Opinionnaire Instrument (3)

Required Steps and Procedures

1. Test booklets are not handed out until description of test and initial instructions are given.
2. Students must be lined up in rows.
3. Teachers are to circulate during the first page but then must move to a far corner of the room.
4. Smile at the children and do whatever seems appropriate to relax them.
5. Get the children to work with you during instructions.
6. When reading the list, preface each item with "How do you feel about/when?"
7. Give a full 25-30 seconds per item. Don't rush!

"I think you will like what we are going to do today. You'll tell me when we're finished, okay?

Here is a picture of faces. Some faces are happy; some faces are sad. Here is a happy face and here is another happy face. Which face is the happiest?

Show me a face that is sad. Show me another face that is sad. Which face is the saddest?

What is this face? It is a face that is neither happy nor sad. It is in-between! Okay, once more--what kind of face is this? This? This? (etc.)

Good. Now you know what each face means. This is what we are going to do. Pretty soon I am going to hand out some booklets that have these faces in them. They will look like this... (hold one up)... This is what I want you to do. I will read a list of things to you. When I read one, I want you to draw a line through the face that shows best how you feel. Suppose I said, 'taking a bath'... (point each time and draw a line through the appropriate face)... Some of you like a bath a lot or a little. Some of you don't care. Some of you hate taking a bath a lot or a little.

(Hand out papers)... When you get your papers, please do not write your name. What we do want to know is whether you are a girl or a boy. Write a G if you are a girl. Write a B if you are a boy. Put the letter here... (point)..next to Page 1. Do that now. All done?

There is one thing that is very important. We only want to know how you yourself think. There are no wrong or right answers. Your ideas are as good as anyone else's. The only good answer is the one that you think is right. But we want your own ideas on the paper. Don't call it out!

I think you will find this fun to do. Let's try it, okay? The first set of faces is next to the letter 'A'. Draw a line through the face that tells best how you feel when I say, 'ice cream' (A).

Good. Now the next set of faces is next to 'B'...

Revised Item List (3)

B. Running
C. Going to bed
D. Having lunch
E. How do you feel when you look in the mirror?
F. Reading a book
G. Singing a song
H. Medicine
I. T. V.
J. Your teacher
K. Spelling
L. If your teacher is sick and out of school
M. How do you feel about yourself?
N. School
O. Miss_____(teacher)
P. Working with numbers
Q. Mailman
R. Spinach
S. If you are sick and have to stay home from school
T. Candy

4.0 Justification Statement for Spring Survey

A. Justification of Form or Other Document In Its Relation to Research Programs

In September of 1971 Abt Associates Inc. submitted to OMB a request for clearance of instruments to be administered in the first of a two part quantitative impact evaluation of the Career Opportunities Program. The request was approved (Approval #51S71034) and the instruments were subsequently used in a fall survey of participants in the Career Opportunities Program. The approved supporting statement is attached as Appendix A. The present request for approval is made within the context of the earlier supporting statement. It is a continuation of the survey plans which called for revisiting sites in the spring and conducting both post-tests, new tests, and additional interviews. The instruments to be presented now are those to be used for the new tests and the additional interviews. Accordingly, our discussions will be limited to them.

We may summarize our survey efforts in the following general hypotheses, stated positively:

1. COP has been effective in enhancing the career potentials of its participants.
2. COP has been an effective tool in improving the educational experiences of students in the classroom.
3. COP has engendered change in institutional structures.

The documents to be presented represent only those new to the spring survey efforts. These instruments will be administered to the following groups:

- COP Aides
- COP Project Directors
- Superintendents of participating LEA's
- Administrators of participating IHE's
- Principals of participating schools
- Students in classrooms with COP aides (and an associated comparison group)
- Teachers of classrooms with COP aides (and an associated comparison group

(See Matrix on page 15.)

(a) Participants: A goal of COP is to increase the future career potential of its participants. This is done by providing occupational training as para-professionals and by providing college experience. In addressing the impact on these participants we are interested in the effects of their training on their grasp of basic skills, as well as on their career aspirations. Basic skill level is evaluated by the two subtests of the Adult Basic Learning Examination (ABLE): career aspirations are addressed by sections of the participants' questionnaire. Our spring testing will also investigate the attitudes and opinions of COP participants toward education and education-related concepts. Taken together, these attributes of the participants outline what may be called "career potential," a collection of skills and opinions which may be associated with success in educational careers. Participants will be post-tested on the Adult Basic Learning Examination, Form B, in order to note any changes in basic skills over time and to relate such changes to data on demographics and/or opinions and attitudes toward the program. In addition, attitudes toward the program will be related to job characteristics and current college experiences.

(b) Students: Impact on students will be measured by achievement test scores and student opinions about school, self, and others. Standardized achievement test scores (reading and math subtests) supplied by the sampled sites will be obtained for students (grades I-VI) with COP aides and comparison students who do not have aides. The question of interest here is whether children in classes with COP aides perform better on standardized tests than similar students who do not have aides. In those sampled sites where achievement testing is not scheduled in the spring, Abt Associates Inc. will test using the Cooperative Primary Test (grades I-III) and the Comprehensive Test of Basic Skills (grades IV-VI), reading and math subtests.

It is generally agreed that achievement gains are difficult to measure. Furthermore, academic achievement alone has never been the total goal of public education. Hopefully, schools help children achieve a strong and positive sense of self, others and school. These opinions cannot be measured in an achievement test. In order to assess opinions about self, others and school among students in grades I-VI Abt Associates Inc. has developed a "Student Opinion Instrument." We will administer this instrument to

all students in the sample and comparison classes to see if there are differences in attitudes toward school, self and others between children who have a COP aide in their classroom and those students who do not.

(c) Institutions: Institutional impacts will be measured by type. Changes in classroom, elementary schools, LEA standards, IHE courses and requirements will be explored, as described below:

- Teachers will be asked to respond to a questionnaire which has been designed to enable us to collect data on changes in instructional scheduling, changes in extra-classroom school-related activities, attitudes towards the Career Opportunities Program and selected demographics. Of prime interest is the relationship between presence of a COP aide and instructional scheduling, and extra-classroom school-related activities.

- Principals who have COP aides in their schools will be asked to give their opinion concerning the impact of COP aides, both on classroom activities and classroom structure.

- Superintendents will be queried for data on changes in hiring policies, requirements, options and opportunities. In addition, attitudes toward COP aides will be assessed.

- The instruments for college administrators explore relationships between COP and changes in courses, admission requirements, degree requirements and admission criteria.

- The brief instrument given to Project Directors will obtain information on recruitment procedures, community interest in services of COP aides, function and structure of advisory councils and some factual information for validating purposes.

B. Justification of Method Used in Selecting and Contacting Those to Be Covered

(a) Pilot Tests: The design for second wave data-collection calls for a more elaborate and extensive survey than did the fall testing. There are a total of nine distinct instruments which must be administered to seven categories of respondents (see Section A). To facilitate our field work it is necessary that most of these instruments be essentially self-administered. At the same time, we wish to guard against the danger of different respondents reading different meanings into questions.

Accordingly, on December 15, 1971 a trained field staff team from Abt Associates Inc. administered all the instruments to COP participants and related administrators in Manchester, New Hampshire. The Project Director, Dr. Cavanaugh, graciously allowed us to pilot test our evaluative instruments. All testing was conducted at a single school; there were between one (Project Director) and nine (participants) respondents for each questionnaire. This pretesting of the spring questionnaires was supervised by a field staff member.

(b) Sampling: As previously indicated, several groups of respondents will be involved in the COP spring survey. The composition of many of these groups was determined by the sampling procedure for selecting participants, conducted prior to the fall testing of participants. This sampling plan has been fully detailed in a previous justification statement, approved by OMB, attached to the present submission, and will therefore not be reviewed here.

The selection of 16 COP project sites as the first stage of the participant sample determined the sample of COP Project Directors, Superintendents of participating LEA's, IHE Administrators, and Principals of participating schools. All of these individuals in the 16 sites already selected will be included in our survey. In cases where there is more than one individual of a given type (as when there are several participating schools), we will include all of the appropriate individuals. Generalizations from data so gathered to the restricted universe of 90 COP projects have the same precision as the first stage of the participant sample, discussed in the previous submission. Selection of all possible respondents at a selected site (100% subsampling) adds no additional error to the estimate.

Contact with the Project Directors has been established in arranging for the fall testing of participants. Contact with the other personnel to be involved in this part of the spring survey will be established through our liaison at the site (usually the Project Director or his deputy). A 100% response rate is anticipated, as all respondents will be personally visited either by an Abt field staff member of by the liaison to collect the completed questionnaire.

The sample of participants for the spring testing will be those members of the fall sample that attended the testing sessions. Since we will be collecting data relating to change in participant characteristics over time, data for an individual must be available at both points. (The technical aspects of the sampling are discussed in the previous justification statement attached to this submission.) Initial contact has been established with the participants. They will be contacted again by the project liaison when a date for the testing at their site has been established.

The only sampling that is new for the spring is the sample of students with COP aides, teachers in classrooms with COP aides and a comparison group for both. Due to constraints of time and budget, the student and teacher samples are somewhat less precise than those for participants or institutions.

While pre-/post-testing was available to us for participant testing, it was not a realistic option for student testing because of (a) extreme sensitivity of the sites to student testing, and (b) time constraints.

a. The COP staff expressed great concern that entry into the sites would be denied us by immediate requests for student testing. They were also concerned lest this request compromise the COP position at these sites. We simply would not be welcome.

b. Time constraints strongly argued against this as well. Pre-/post-testing would require that we arrange for student testing as soon as school opened, before the students had worked with COP aides. Clearly, the LEA's would not be able to manage this even if they were receptive to such testing, what with the start-up problems of the school year, such as class assignments, COP assignments, class scheduling, and our simultaneous need to receive lists from them of classes, teachers, and COP aides in order to develop sample groups.

In the light of these considerations we further constrained the controlled groups, i.e., the decision was made to test classes of students from the same school (for COP aides vs. no aides). Where this procedure could not be followed (e.g., all classes had aides; insufficient classes for a grade), we then drew a sample of non-aided classes from the nearest school in the district which had students of comparable SES to the students of the COP-aided classes.

The student sampling will be a multi-stage sample, selecting COP project sites at the first stage and classrooms with aides at the second. Intact classroom units will be used; that is, all students in a selected classroom are therefore included in the sample. The first five sites selected in the participant sampling constitute the first stage of the student sample. Within each of these sites, a sample stratified by grade of classrooms containing COP aides will be selected. Two classes from grades I-VI will be chosen for a total of 12 classrooms per site and 60 over the five sites.

We may fruitfully conceptualize this part of the study as an experiment in which there are groups which receive different treatments. This is a classic analysis of variance design, i.e., a nested groups within treatment design.

Our design may be characterized as a mixed-model design with subjects nested within classes nested within methods. "We begin by conceptualizing a treatment population, differing systematically only with respect to the level of the treatment variable, A. From each population, subjects are randomly selected in groups of size n; the sampling process ends when g groups of n subjects have been sampled from each population."* In this total variability among subjects has three potential sources:

- Treatment Effects: COP aide/no aide
- Group Effects: grade/class
- Residual Individual Effects: attitude ability

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* Myers, J. L. Fundamentals of Experimental Design. Allyn and Bacon, 1966, page 213.

The paradigm below defines the design where,

A_1^2 = Treatments (fixed variable)

A_1 = COP aide in class

A_2 = No aide in class

G_1^{60} = Groups (random variable)

Classes chosen within constraint of two from each grade/site

N_1^{30} = Subjects

Students within each classroom

A_1				A_2			
G_1	G_2		G_{60}	G_1	G_2		G_{60}
N_1	N_1		N_1	N_1	N_1		N_1
N_2	N_2		N_2	N_2	N_2		N_2
.	.		.	.	.		.
.	.		.	.	.		.
N_{30}	N_{30}		N_{30}	N_{30}	N_{30}		N_{30}

The sources of variance and degrees of freedom are described in the table below:

Analysis of variance for groups-within-treatments design

SV	df
Total	3599
Between G	119
A	1
G/A	118
S/G/A	3480

Conventional F tests will be made using a .05 level of significance. We may characterize the results as if an experiment had been performed. That is, we have used an inferential procedure having the probability of a Type I error of .05.

The sample frame will be developed in conjunction with the Project Director. He will identify all classrooms in the sites that have COP aides in them and send us a listing of them. From this list we will select a sample of 12 classrooms, two each from each of the first six grades, for a total of 60 classrooms.

Initial contact with the LEA's involved in the student sample has been made. We have been assured of cooperation by the research and evaluation staff of the five LEA's. We do not anticipate any problems with non-response.

A sample of comparison students will also be drawn from each of these LEA's. A frame consisting of classrooms of grades I VI without aides in schools that, in the opinion of the evaluation staff of the particular LEA, are comparable to COP schools in SES characteristics will be developed. The nature of the classrooms composing this frame will be determined by the LEA's in consultation with Abt Associates Inc. From the frame we will select a sample of 12 classrooms stratified by grade as before. Contact will be established in the same manner as for the participating classes.

The sample of teachers will be selected at the same time as the sample of classrooms. Each classroom unit selected will have a teacher associated with it. The 120 teachers from the 120 classrooms (60 with COP aides/60 comparison classes without aides) will constitute the teacher sample. Generalizations will be the same as for the classrooms (i.e., conventional F tests will be made using a .05 level of significance. We may characterize the results as if an experiment had been performed. That is, we have used an inferential procedure having the probability of a Type I error of .05).

The attached letter is a specimen cover letter to Project Directors outlining the logistics of the spring survey.

Specimen Letter

Dear _____(name of Project Director):

By this time you have undoubtedly spoken to _____(name), the Abt field staff member responsible for conducting spring testing at your site. The entire field staff is now busily preparing for the first two weeks in April, when we will complete the COP survey in the sixteen sites. This letter will inform you of our plans for the two day visit to your program so you can estimate what the logistical requirements will be for _____ (name of site).

If all goes as planned, the following tasks will be accomplished during each of the two days your site is visited.

Day One

1. Post-testing of those COP participants who took the ABLE test last fall. The testing will once again take approximately two and a half hours and will include both the ABLE test and the Participant Questionnaire. The ABLE test is a different form; the Questionnaire has been revised. It would be desirable for participants to be tested in the same location as before; however, we recognize that this will not be possible in all instances.

2. Drop off the self-administered questionnaires to:

   The Superintendent of Schools
   Principals of schools in which COP participants are assigned to teach
   Administrators/Faculty of the college or university in which COP participants are enrolled (to be given to those staff members most knowledgeable about the COP program and participants in relation to the college or university--possibly including instructors of COP courses, counselors of COP students, coordinators of the COP program, etc.)
   The Project Director

Since most field staff will not know the transportation routes between schools or other locations where questionnaires must be dropped off, it would be most helpful if you accompany the staff member or, if this is not possible, provide him with specific directions. The questionnaires take approximately ten to fifteen minutes to complete; therefore, it would seem possible to collect them toward the end of the business day.

Day Two

1. Post-testing of those COP participants who were unable to be tested on previous day. We have reserved this time merely as a contingency and hope it will not have to be utilized.

2. Pick-up of self-administered questionnaires which were not completed the previous day. Again, we hope that this will be accomplished at the end of day one. However, if the site is very large and includes many respondents, this may not be possible.

Attached to this letter, please find the following lists:

- Names of those COP participants who were tested in the fall and who need to be contacted for post-testing this spring. As you know, we cannot substitute new people, even if those on the list are unable to attend, as we have no base line data on them. Please impress upon the participants the importance of their retaking the test once more.

- Names of school principals, the superintendent of schools and college or university faculty whom we wish to full out self-administered questionnaires. If we have omitted any names or if there are any additions or deletions to be made, please contact us.

You are, of course, the best judge in determining the most appropriate time and means of contacting all the people we need to see this spring. We look to you to acquaint the personnel listed on the attached sheets with the purposes of our visit and in elicting their cooperation with our study within the next few months.

[For sites with student/teacher testing, the following will be added.]

In addition to the above requirements for the spring survey, plans call for student testing at your site. While we have discussed this with you and have been in communication with both yourself and your evaluation officer, we are setting down the needs for such testing so that the logistical requirements can be addressed.

We will be administering the Student Opinion Instrument to all the sampled classes. We have attached the list of classes and schools where we will be testing. A team of three field staff members of Abt Associates will be coming to your site to do the agreed upon testing. In scheduling the time for these tests please observed the following restrictions:

1. Only one field staff member must be assigned to all classes within a single grade. That is, if "Miss Smith" of Abt Associates is assigned to one class in grade IV, she must also test the other three classes in grade IV. This is necessary to keep the administration of the test constant for any one grade.

2. For any one grade all testing is to be either in the morning or afternoon. That is, all classes in the grade are to be tested at similar times of the day.

We are providing three staff members (two for each grade) in order to complete testing at your site in 2-5 days: two days if testing is limited to administration of Student Opinion Instrument; five days if testing includes achievement tests.

When you notify the teachers of these classes that we will be coming, please tell them that we will have a self-administered questionnaire for them. We would like them to respond to the questionnaire during the time we administer the Student Opinion Instrument so that we can pick up both at the same time.

We will be calling you in the next few days to discuss our plans more fully. Please call us before that if you have any questions or concerns about the spring survey.

Cordially,

Patricia Cook
Field Supervisor

C. Brief Description of Plans for Collection, Tabulation and Publication

The spring survey will be conducted in each of the 19 sites in April of 1972. On-site interviewing is expected to begin on April 3 and conclude by April 21. Between two and six man-days will be spent at each site, depending on the amount of data to be collected there. On-site interviewing and testing will be conducted by members of the Abt Associates professional staff in cooperation with the project staff. The time schedule of the spring survey is as follows:

January 21	Submission to OE of Request for Clearance
February--March 1	OMB Approval
March 1-15	Printing and Production of Instruments As Approved by OMB
April 3-21	Sites Visited and Instruments Fielded
April 24-28	Protocols Check-in; Field Satisfaction (Quality) Check
May 1-19	Data Processing (Coding, Cleaning, Editing, Key Punch)
May 22-June 16	Initial Cross-tab Runs and Analysis of Top Line Data
July 3-14	Completion of Tabulations and Analysis
July 14-August 4	Completion of Final Report Draft
August 14-24	Revision of Final Report Draft
August 25	Final Report Submitted

All data will be processed by Abt Associates Inc. Mr. Ken Carlson of the Abt staff will supervise all phases of the data processing. Both machine (CDC 6600 Computer) and manual methods will be used.

In the following section we describe the questions to be addressed by our analysis. In each case the data points required to answer the questions are indicated by instrument and item. The letters are abbreviations for the instruments; numbers next to them will indicate the item number on the instrument.

Instrument (Questionnaire)	Code
Participant	COP
Teacher	T
Principal	P
Superintendent	S
College Administrator	IHE
Project Director	PD
Adult Basic Learning Examination	ABLE
Student Opinion Instrument	SOI

The three broad hypothesis listed in section A of this supporting statement described the general areas within which questions of impact will be pursued. More specifically, we will address the following questions:

1. How has the COP experience changed or enhanced the expectations of its participants?

   What are their future plans? (COP: 5-6)

   How do they perceive their own performance? (COP: 13, 21, 23, 24)

   What opinions (positive and negative) do they most frequently express? (COP: 1-3)

   What is the relationship between their assignments, duties experiences, and attitudes towards the COP program? (COP 7-12, 14 by COP:1-3)

   What demographic characteristics are more frequently associated with positive attitudes and professional self-image? (COP: Fall Instrument and 15-18 by COP 1, 13, 24, 25)

   What is the relationship between performance of COP participants and their self-image? (ABLE; T: 23, 24, 20 by COP 13, 21, 23, 24)

2. What differences in behavior exist between classes which have COP aides and classes without aides?

   In types and scheduling of class activities (T:8, 9)

   In number and type of extra-classroom contacts and activities? (T: 10-14; COP: 9-12)

   In amount of individual attention? (T:8, 14f; COP: 7)

In performance measures of children? (T: 15; PD, page 4)

In attitudes of children towards school, self, and others? (SOI)

Are there characteristics other than presence and absence of COP aide which is related to differences in performance and or attitudes?

e.g., size of class (T:4)
race of teacher, aide (T: 26, 29)
teacher's attitude towards aide (T: 4-7, 20, 23-25)
scheduling of aide's activities (T: 21; COP 8c)

3. What kinds of changes, if any, have occurred in selected institutional structures concommittant with the onset of the COP program?

Elementary school teaching techinques (P: 1-2)

Institution of a career lattice (PD: 2; S: 3-7)

IHE admission, degree requirements (IHE 4-8)

Community involvement (PD:3, 9-11; S: 7)

Hiring practices of LEA (S: 1, 2)

Analytic procedures will include simple summary statistics, cross tabs, and, where appropriate, multivariate analysis such as selected intercorrelation and multiple regression.

Although some questions are idiosyncratic to the experiences of a specific respondent, many of the questions of interest in this study are applicable to more than one respondent category. Accordingly, whenever analytically appropriate questions were paralleled across categories, it gave us data which permits us to either converge on impact data or to investigate differences in perception as a function of respondent's position. The table below lists all questions paralleled across respondent category. The numbers correspond to item numbers within the specified questionnaire.

Questions Addressed to More Than a Single Respondent Category:

Question Areas	Participant	Teacher	Principal	Superintendent
Satisfaction with the program	1	20	7	10
Daily contact with children	7	8		
Time spent in classroom by type of activity	8c	9,21		
Extra-school activites (school-related)	9-12	10-13		
Achieved goals of COP		19	6	8
Compairsons with other aides/other teachers	23,24	23,24		
Changes would like to see instituted			5	9
Difference between COP and other aides		25	4	

D. Documentation of Consultation with Those Supplying Data, Users of Data, and Others

1. The standardized tests to be used were developed by the professional staffs of the respective publishers. Data concerning their reliability, validity and other psychometric concerns may be obtained from the test manuals. The questionnaires and the Student Opinion Instrument were designed by the professional staff of Abt Associates Inc., primarily by Mr. Kenneth Carlson, Ms. Patricia Cook, Mr. John Doucette and Dr. Sydelle Shapiro.

In many cases we will use the results of student achievement tests administered by the participating LEA's in the course of their regular testing program. This constraint becomes necessary in view of the burden an additional achievement test would place on the students and teachers involved. As most communities conduct standardized achievement testing in the spring, we will obtain their results and make the necessary adjustments in the data to allow for comparability. In those cases where the LEA's do not conduct their own testing, the field staff of Abt Associates will administer the reading and arithmetic tests of the Cooperative Primary Test (grades I-III) and the Comprehensive Test of Basic Skills (grades IV-VI). These decisions were based on extensive discussions with the staff responsible for testing and evaluation at the five LEA's. We have been assured that the needed data will be available within the time limits dictated by the evaluation work plan.

The data will be submitted to us in raw score form with conversions to grade equivalency or standard scores available as needed. Our first interest is to compare performance of students by grade and COP aide/no aide within each site. Of interest is differences in performance as a function of COP aide/no aide within each site. These differences can also be used for across site comparisons. Since we do not have pre-test information on the students by grade, we are asking the LEA's to send us other information on the children which we can use as covariates with the achievement raw scores, in this way reducing differences extraneous to the variable of interest, i.e., the presence of a COP aide in the classroom.

The achievement test for the COP participants will be an alternate form (Form B) of the Adult Basic Learning Examination (ABLE) Level III test, reading and arithmetic computation subtests. This post-testing was discussed in the previous justification statement, attached herein.

Respondents to the questionnaires in the pretest site, including project participants, were interviewed as to the development of the instruments. Instruments were also reviewed by the internal technical reviewing staff of Abt Associates and by Dr. Robert Hall of OPPE.

2. Total Burden on Respondents:

Test	# Forms	# Respondents	Time per Respondent (minutes)	Total Time (man-hours)
Adult Basic Learning Examination (ABLE)	1	480	120	960
Cooperative Primary Test	3	360	90	540
Comprehensive Test of Basic Skills	1	360	90	540
Student Opinion Instrument	1	3600	10	600
Questionnaire				
Superintendents	1	16	10	3
Teachers	1	120	20	40
COP Participants	1	480	30	240
College Administrators	1	32	10	5
Project Directors	1	16	10	3
Principals	1	160	10	27
			Total Man-Hours	2958

The total cost of the entire evaluation effort being conducted by Abt Associates Inc. at this time, including the case studies, is $457,000. Of this, the estimated cost of the COP survey is $135,000.

5.0 Add-On to Spring Justification Statement

23 March 1972

Prior to OMB clearance, Abt Associates Inc. was requested to attempt to provide the Office of Education with specified types of information on children. The wire sent on March 23 to the Office of Education by Abt Associates stated the following:

"In order to estimate the extent to which the experimental sample and the comparison sample are similar, Abt Associates proposes that the following data be collected from the participating schools:

1. Current income of family of children in selected classes where available from school records. These data will be transcribed from school records in whatever form they were collected, i.e., by individual child, by class, or by school level.

2. Participation in Aid for Dependent Children program by children in selected classrooms, where available from school records in whatever form they were collected (see above).

3. Participation in Federal Lunch Program by children in selected classrooms where available from school records in whatever form they were collected (see above).

These data will be collected from existing school records in which they can be found and are made available to us and will be used to describe the several samples in the present study.

In addition, we intend to collect the following data which were not specified in the original plan:

4. A list of all Federal, State and Local programs designed to support the educational effort over and above the normal effort (e.g., Title I, Title VII, etc., programs) which are being administered to children in the experimental and comparison schools and where available, the selected sample classes and children in these schools.

5. Achievement scores on those tests which are part of our project testing program which were administered to sample children at some data prior to our project testing activity (i.e., pretest scores on relevant measures), and which are made available to us by the cooperating schools."

6.0 SPRING SURVEY INSTRUMENTS

6.1 Questionnaires

1. Participant (COP Aide)
2. Teacher
3. Principal
4. Superintendent
5. College Administrator (IHE)
6. Project Director
7. Student Opinionnaire Instrument (verbally administered)

6.2 Standardized Tests

ABLE, etc.

OMB Number 51-S72014
Approval Expires Aug. 31, 1972

Please do not write in this box; it is for coding use only

2 (1-6) IMPED 2
2 (7-8) W___ ___
2 (9-12) ___ ___ ___ ___ SITE
2 (13) 3

This column is for computer coding only – do not mark in this column

CAREER OPPORTUNITIES PROGRAM: Participant Spring Survey

This questionnaire is being administered by Abt Associates, Inc. as part of a research project for the Office of Education, Washington, D.C.

We would appreciate your help in our study of the Career Opportunities Program, and would like you to fill out this questionnaire. Your answers will be used only in this study and will be kept confidential. Please do not write your name on this form; instead, please enter the month, date, and year of your birth in the blanks below.

Date of Birth:

2 (14-19) _____
(month) (date) (year)

Please put a check [✓] in the bracket that best answers the question. When more information is required for certain questions, the instructions will so indicate.

Question 1: What best describes your total experience as a COP participant?

2 (20)
1 [ ] Very satisfying
2 [ ] Somewhat satisfying
3 [ ] Neither satisfying nor unsatisfying
4 [ ] Somewhat unsatisfying
5 [ ] Very unsatisfying

Trailer Card

Question 2: What is it about the COP program you **like the most**?

3 (20-21) _____
_____
_____

Question 3: What is it about the COP program you **like the least**?

3 (22-23) _____
_____
_____

3 (24-25)
End Trailer Card

Question 4: What do you think you would be doing this year if the COP program did not exist?

_____

_____

_____

Question 5: What kind of work do you plan to do **next** year? *(you may check more than one.)*

2 (21)	1	[ ]	Go out of the teaching field entirely
	2	[ ]	Go into other Federal programs
2 (22)	1	[ ]	Become a full-time housewife
2 (23)	1	[ ]	Go into the Armed Services
2 (24)	1	[ ]	Continue in the COP program
2 (25)	1	[ ]	Become a full-time student (not in COP)
2 (26)	1	[ ]	Leave COP and become a teacher's aide
2 (27)	1	[ ]	Become a full-time teacher
2 (28)	1	[ ]	Don't know
2 (29)	1	[ ]	Other *(specify)*

Question 6: What are your career plans over the **next three** years? *(you may check more than one.)*

2 (30)	1	[ ]	Go out of the teaching field entirely
	2	[ ]	Go into other Federal programs
2 (31)	1	[ ]	Become a full-time housewife
2 (32)	1	[ ]	Go into the Armed Services
2 (33)	1	[ ]	Continue in the COP program
2 (34)	1	[ ]	Become a full time student (not in COP)
2 (35)	1	[ ]	Leave COP and become a teacher's aide
2 (36)	1	[ ]	Become a full-time teacher
2 (37)	1	[ ]	Don't know
2 (38)	1	[ ]	Other *(specify)*

2 (39)	1	[ ]	C
	2	[ ]	N C

For Coding Only

Question 7: About how many **hours** in a typical school day do you spend with children in each of the following situations? *(enter "0" if none.)*

2 (40)	_____ Working with one child at a time
2 (41)	_____ Working with small groups of 2 - 5 children
2 (42)	_____ Working with a large part of the class
2 (43)	_____ Working with the entire class
2 (44)	_____ Not in direct contact with children

Question 8a: Please read the following lists of activities and check all those you have done in the **last school month**.

Instructional

[ ] Assisting children in individual instruction
[ ] Tutoring more than one child at a time
[ ] Lesson planning
[ ] Test construction
[ ] Giving class lessons
[ ] Using flash cards

Administrative

[ ] Supervising group games
[ ] Supervising class trips
[ ] Supervising cafeteria/recess
[ ] Supervising study halls
[ ] Administering tests
[ ] Developing instructional materials (posters, charts, etc.)
[ ] Compiling resource materials
[ ] Attending Parent-Teacher conferences

Clerical

[ ] Checking attendance/keeping student records
[ ] Ordering supplies
[ ] Grading tests
[ ] Typing
[ ] Distributing books

Technical Assistance

[ ] Operating projectors
[ ] Using mimeo, xeroxing equipment
[ ] Operating other audio-visual equipment

Question 8b: Please record any other class/school activities not listed above.

_____

_____

Question 8c: Note that the list in question 8a was divided into four categories. Please indicate what percent of your time is spent on each. *(it should add up to 100%.)*

2(46) ____ Instructional
2(47) ____ Administrative
2(48) ____ Clerical
____ Technical
100% Total

Question 9: How many field trips have you gone on with your students in this school year? *(specify number)*

2(49) ____

Question 10: How many Parent-Teacher conferences have you attended in this school year? *(specify number)*

2 (50-51) _____

Question 11: How many visits to your students' homes have you made this school year? *(specify number)*

2 (52) _____

Question 12: How many activities in the school neighborhood have you attended this year? *(specify number)*

2 (53) _____

Question 13: Listed below are several problem areas which teacher aides often meet up with in class. For **each** one listed choose the number below that best describes how frequently you find it a problem.

1. Very frequently a problem
2. Frequently a problem
3. Occasionally a problem
4. Seldom a problem
5. Very seldom a problem

	Number	Problem Areas
2 (54)	_____	Getting children to like me
2 (55)	_____	Maintaining discipline in class
2 (56)	_____	Getting along with my supervising teacher
2 (57)	_____	Getting children to work with me
2 (58)	_____	Giving a class lesson

Question 14: How many classes have you been assigned to this year?

2 (59) 1	[ ]	One
2	[ ]	Two
3	[ ]	Three or more
4	[ ]	None

Question 15: Are you presently living in the community where you are an aide?

2 (60) 1	[ ]	No *(IF NO, PLEASE SKIP TO QUESTION 17)*
2	[ ]	Yes

Question 16: How long have you lived in the community where you are an aide?

2 (61) 1	[ ]	All my life
2	[ ]	More than five years
3	[ ]	One to five years
4	[ ]	Less than one year

Question 17: What are your yearly earnings from COP?

2 (62)

1 [ ] Under $1000
2 [ ] $1000 - 1999
3 [ ] $2000 - 3999
4 [ ] $4000 - 5999
5 [ ] $6000 - 7999
6 [ ] $8000 and over

Question 18: What is the present total yearly family income, that is, of all the members of your household combined?

2 (63)

1 [ ] Under $1,000
2 [ ] $1,000 - 1,999
3 [ ] $2,000 - 3,999
4 [ ] $4,000 - 5,999
5 [ ] $6,000 - 7,999
6 [ ] $8,000 - 9,999
7 [ ] $10,000 - 11,999
8 [ ] $12,000 and over

Question 19: Please tell us how many college/university courses you are presently taking.

2 (64) _____

Question 20: Did you choose the courses you wanted or were they required?

2 (65)

1 [ ] Chose them
2 [ ] Took what was required
3 [ ] Chose some and took some that were required

Question 21: In general, how would you rate the courses offered by the college?

2 (66)

1 [ ] Too difficult for me
2 [ ] About right for me
3 [ ] Too easy for me

Question 22: About how many hours a week do you spend on your college work in the following situations?

2 (67-68) Attending college classes _____ hours
2 (69-70) COP work experience _____ hours
2 (71-72) Doing homework or reading for college courses ___ ___ hours

Question 23: Compared with most other aides, how would you rate yourself on the following?

		Better than other Aides	About the same as others	Not as good as other Aides
3 (26)	Knowledge of subject matter	[ ]1	[ ]2	[ ]3
3 (27)	Presenting lessons to class	[ ]1	[ ]2	[ ]3
3 (28)	Getting ideas across	[ ]1	[ ]2	[ ]3
3 (29)	Getting along with parents	[ ]1	[ ]2	[ ]3
3 (30)	Understanding the needs of children of this neighborhood	[ ]1	[ ]2	[ ]3
3 (31)	Getting along with children	[ ]1	[ ]2	[ ]3
3 (32)	Ability to instruct children individually	[ ]1	[ ]2	[ ]3
3 (33)	Ability to tutor	[ ]1	[ ]2	[ ]3
3 (34)	Ability to instruct children in small groups	[ ]1	[ ]2	[ ]3
3 (35)	Lesson planning	[ ]1	[ ]2	[ ]3
3 (36)	College performance	[ ]1	[ ]2	[ ]3

Question 24: Compared with your supervising teacher(s), how would you rate yourself on the following?

		Better than your teacher	Same as your teacher	Not as good as your teacher
3 (37)	Knowledge of subject matter	[ ]1	[ ]2	[ ]3
3 (38)	Presenting lessons to class	[ ]1	[ ]2	[ ]3
3 (39)	Getting ideas across	[ ]1	[ ]2	[ ]3
3 (40)	Getting along with parents	[ ]1	[ ]2	[ ]3
3 (41)	Understanding the needs of children of this neighborhood	[ ]1	[ ]2	[ ]3
3 (42)	Ability to instruct children individually	[ ]1	[ ]2	[ ]3
3 (43)	Ability to tutor	[ ]1	[ ]2	[ ]3
3 (44)	Ability to instruct children in small groups	[ ]1	[ ]2	[ ]3
3 (45)	Lesson planning	[ ]1	[ ]2	[ ]3

Question 25: Do you have any additional comments? If you do, please write them here.

_____

_____

Thank you for your cooperation and assistance!

2 (73,74) _____ PS

2 (75,76) _____ MS For Coding Only

QUESTIONNAIRE FOR TEACHERS

This questionnaire is being administered by Abt Associates Inc. as part of a research project for the Office of Education, Washington, D. C.

Please help us!

We would like to ask you a few questions to aid us in our study of the Career Opportunities Program. Your answers will be used only for the purposes of this study. Do not write your name on this form!

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	Do not write in this box; it is for coding only
(1- 6)	IMPED 2
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This column is for computer coding only--do not mark in this column

Please put a check [✓] in the bracket that best answers the question. When more information is required for certain questions, the instructions will so indicate.

(20) Question 1. How long have you been a full-time teacher?

1 [ ] Less than one year
2 [ ] 1-3 years
3 [ ] 3 or more years

(21) Question 2. How long have you taught in your present school?

1 [ ] Less than one year
2 [ ] 1-3 years
3 [ ] 3 or more years

(22) Question 3. Please circle the grades you are presently teaching.

1 2 3 4 5 6

(23, 24) Question 4. How many students are there in your class(es)?

_____ students

(25) Question 5. Given a choice, would you want a teacher aide in your room?

1 [ ] No
2 [ ] Yes
3 [ ] Don't Know

(26) Question 6. Did you have a choice about having a teacher aide in your room this year?

1 [ ] No
2 [ ] Yes
3 [ ] Don't Know

(27) Question 7. Have you had a teacher aide in the past?

1 [ ] No
2 [ ] Yes

Question 8. About how many hours in a typical school day do you spend with children in each of the following situations? (ENTER "0" IF NONE.)

(28) _____ Working with one child at a time
(29) _____ Working with small groups of 2-5 children
(30) _____ Working with a large part of the class
(31) _____ Working with the entire class
(32) _____ Not in direct contact with children

Card 2

Question 18. Five goals of COP are listed below. Please tell us how well you think these goals are being met in your school. Rank them on a scale from 1 (most successful) to 5 (least successful). (ENTER A '1' TO INDICATE WHICH OF THESE GOALS HAS BEEN MOST SUCCESSFULLY MET; ENTER A '2' TO INDICATE THE GOAL NEXT MOST SUCCESSFULLY MET AND CONTINUE TO '5' TO INDICATE THE GOAL LEAST SUCCESSFULLY MET.)

(21) _____ To attract low-income people to a career in education

(22) _____ To encourage parent and community participation

(23) _____ To improve teacher training through a work-study program

(24) _____ To raise achievement levels among low-income children

(25) _____ To improve the efficiency of professional staff time

(26) Question 19. What part of the time have you had an aide in your class this year?

1 [ ] Full-time

2 [ ] At least 50% of the time but less than full-time

3 [ ] Less than 50% of the time

(27) Question 20. Please check the category that best describes your total experience in using an aide.

1 [ ] Very satisfying

2 [ ] Somewhat satisfying

3 [ ] Neither satisfying nor unsatisfying

4 [ ] Somewhat unsatisfying

5 [ ] Very unsatisfying

Question 21. What percentage of your aide's time is spent on each of the following? (SHOULD ADD UP TO 100%.)

(28,29) _____% Instructional (e.g., lesson planning, class lessons, constructing tests)

(30,31) _____ Administrative (e.g., supervising class trips, recess, giving tests, developing instructional materials, etc.)

(32,33) _____ Clerical (e.g., ordering supplies, keeping records, typing, grading papers)

(34,35) _____ Technical (e.g., operating audio-visual equipment, running copying machines)

100 % TOTAL

Question 22. Before you had an aide, what percentage of your time was spent on each of the following? (SHOULD ADD UP TO 100%.)

(36,37) _____% Instructional

(38,39) _____ Administrative

(40,41) _____ Clerical

(42,43) _____ Technical

100 % TOTAL

Question 9. What percentage of your time is spent on each of the following categories? (SHOULD ADD UP TO 100%.)

(33,34) _____% Instructional (e.g., lesson planning, class lessons, constructing tests)

(35,36) _____% Administrative (e.g., supervising class trips, recess, giving tests, developing instructional material)

(37,38) _____% Clerical (e.g., ordering supplies, keeping records, typing, grading papers)

(39,40) _____% Technical (e.g., operating audio-visual equipment, running copying machines)

100 % TOTAL

(41,42) Question 10. How many field trips have you gone on with your students in this school year? (SPECIFY NUMBER)

_____ trips

(43,44) Question 11. How many parent-teacher conferences have you attended in this school year? (SPECIFY NUMBER)

_____ conferences

(45,46) Question 12. How many visits to your students' homes have you made in this school year? (SPECIFY NUMBER)

_____ visits

(47,48) Question 13. How many activities and events in the school neighborhood have you attended in this school year? (SPECIFY NUMBER)

_____ activities and events

What were they? (PLEASE SPECIFY)

_____

_____ _____

Question 14. How does your activity in this school year compare to last year with regard to the following areas?

		Less	Same	More
(49)	a. Contact with parents	[ ]	[ ]	[ ]
(50)	b. Attendance at workshops	[ ]	[ ]	[ ]
(51)	c. Enrollment in college courses	[ ]	[ ]	[ ]
(52)	d. Out-of-class activities for your students	[ ]	[ ]	[ ]
(53)	e. Use of innovative techniques in your classroom	[ ]	[ ]	[ ]
(54)	f. Time spent in diagnosis of individual learning difficulties in your classroom	[ ] (1)	[ ] (2)	[ ] (3)

Question 15. Please estimate the following for your class for the last two weeks:

(55,56) _____ number of times tardy

(57,58) _____ number of absences

(59) Question 16. Did you have an aide in your class for at least 50% of the time last year?

1 [ ] No aide

2 [ ] Yes, COP aide

3 [ ] Yes, other aide

(60) Question 17. Please check the kind of aide assistance you now have.

1 [ ] COP aide (CONTINUE ON TO QUESTION 18)

2 [ ] Other aide (SKIP TO QUESTION 19)

3 [ ] No aide (SKIP TO QUESTION 27)

Question 23. Compared with other aides, how do you rate your present aide on the following? (CHECK THE COLUMN THAT BEST DESCRIBES HOW YOU SEE YOUR AIDE'S PERFORMANCE AS COMPARED TO THAT OF OTHER AIDES.)

		Better than other Aides	About the same	Not as good
(44)	Knowledge of subject matter	[ ]	[ ]	[ ]
(45)	Presenting lessons to class	[ ]	[ ]	[ ]
(46)	Getting ideas across	[ ]	[ ]	[ ]
(47)	Understanding the needs of neighborhood children	[ ]	[ ]	[ ]
(48)	Getting along with children	[ ]	[ ]	[ ]
(49)	Ability to instruct children individually	[ ]	[ ]	[ ]
(50)	Ability to tutor	[ ]	[ ]	[ ]
(51)	Ability to instruct children in small groups	[ ]	[ ]	[ ]
(52)	Lesson planning	[ ] (1)	[ ] (2)	[ ] (3)

Question 24. How does your aide's performance compare with that of an average teacher on the following?

		Better than the average teacher	About the same	Not as good
(53)	Knowledge of subject matter	[ ]	[ ]	[ ]
(54)	Presenting lessons to class	[ ]	[ ]	[ ]
(55)	Getting ideas across	[ ]	[ ]	[ ]
(56)	Getting along with parents	[ ]	[ ]	[ ]
(57)	Understanding the needs of neighborhood children	[ ]	[ ]	[ ]
(58)	Getting along with children	[ ]	[ ]	[ ]
(59)	Ability to instruct children individually	[ ]	[ ]	[ ]
(60)	Ability to tutor	[ ]	[ ]	[ ]
(61)	Ability to instruct children in small groups	[ ]	[ ]	[ ]
(62)	Lesson planning	[(1)]	[(2)]	[(3)]

(63) Question 25. Do you see differences between COP aides and other teacher aides?

1 [ ] No

2 [ ] Yes

3 [ ] Don't know

IF YES, what are the differences? (PLEASE SPECIFY)

(64) Question 26. Please indicate which ethnic/cultural group your aide belongs to.

1 [ ] American Indian

2 [ ] Black

3 [ ] Oriental

Spanish:

4 [ ] Mexican

5 [ ] Puerto Rican

6 [ ] Other

7 [ ] White other than Spanish

8 [ ] Other (SPECIFY)_____

(65) Question 27. Please indicate your sex.

1 [ ] Male

2 [ ] Female

(66) Question 28. Which age group are you in?

1 [ ] 20-24

2 [ ] 25-29

3 [ ] 30-34

4 [ ] 35-39

5 [ ] 40 and over

(67) Question 29. Please indicate which ethnic/cultural group you belong to.

1 [ ] American Indian

2 [ ] Black

3 [ ] Oriental

Spanish:

4 [ ] Mexican

5 [ ] Puerto Rican

6 [ ] Other

7 [ ] White other than Spanish

8 [ ] Other (SPECIFY)_____

(68) Question 30. Please use this space for additional comments:

Thank you for your cooperation and assistance!

QUESTIONNAIRE FOR PRINCIPALS

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Please help us!

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(1- 6) IMPED 2
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(9-12) __ __ __ __ SITE
(13) 5

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Please put a check [✓] in the bracket that best answers the question. When more information is required for certain questions, the instructions will so indicate.

(20) Question 1. Do you feel there have been any changes in the activities of your classroom teachers since the COP program was instituted in your school?

1 [ ] No

2 [ ] Yes IF YES, CHECK ALL OF THE CHANGES BELOW THAT HAVE OCCURRED:

(21) 1 [ ] Fewer non-instructional (clerical, administrative) tasks to handle

(22) 1 [ ] More time to work with individual children

(23) 1 [ ] More time to work with the entire class

(24) 1 [ ] More contact with parents

(25) 1 [ ] Increased attendance at lectures, in-service workshops, conferences, etc.

(26) [ ] Other (SPECIFY)_____

(27) (28) [ ] Other (SPECIFY)_____

Question 2. Which of the following impacts do you feel the COP program has had on the structure of your school? (CHECK ALL APPROPRIATE ITEMS.)

(29) 1 [ ] None

(30) 1 [ ] Increased scheduling flexibility

(31) 1 [ ] Introduction of a Career Lattice

(32) 1 [ ] Transition to an "open classroom" model

(33) 1 [ ] Increased tutoring of individual children

(34) 1 [ ] Team Teaching

(35, 36, 37) [ ] Other (SPECIFY)

(38) Question 3. Were there aides in your school before COP?

1 [ ] No (IF NO, PLEASE SKIP TO QUESTION 5.)

2 [ ] Yes

(39) Question 4. Do you see differences between COP aides and other teacher aides?

1 [ ] No

2 [ ] Yes

3 [ ] Don't Know

IF YES, what are the differences? (PLEASE SPECIFY)

Question 5. Which of the following changes would you like to see instituted regarding COP aides in your school? (CHECK ALL APPROPRIATE ITEMS.)

(40) [ ] More COP aides in regular classrooms

(41) [ ] Fewer COP aides in regular classrooms

(42) [ ] More supervision of COP aides by training staff

(43) [ ] More COP aides to work with "special" children

(44) [ ] More COP aides to work with minority group children

(45) (46) (47) [ ] Other (SPECIFY)_____

Question 6. Five goals of COP are listed below. Please tell us how well you think these goals are being met in your school system. Rank them on a scale from 1 (most successful) to 5 (least successful. (ENTER A '1' TO INDICATE WHICH OF THESE GOALS HAS BEEN MOST SUCCESSFULLY MET; ENTER A '2' TO INDICATE THE GOAL NEXT MOST SUCCESSFULLY MET AND CONTINUE TO '5' TO INDICATE THE GOAL LEAST SUCCESSFULLY MET.)

(48) ____ To attract low-income people to a career in education

(49) ____ To encourage parent and community participation

(50) ____ To improve teacher training through a work-study program

(51) ____ To raise achievement levels among low-income children

(52) ____ To improve the efficiency of professional staff

(53) Question 7. Please check the category that best describes your total experience in having COP aides in your school.

1 [ ] Very satisfying

2 [ ] Somewhat satisfying

3 [ ] Neither satisfying nor unsatisfying

4 [ ] Somewhat unsatisfying

5 [ ] Very unsatisfying

(54) Question 8. Please use this space for any additional comments.

Thank you for your cooperation and assistance!

QUESTIONNAIRE FOR SUPERINTENDENTS

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Please help us!

We would like to ask you a few questions to aid us in our study of the Career Opportunities Program. Your answers will be used only for the purposes of this study. Do not write your name on this form!

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(1- 6) IMPED 2
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Please put a check [✓] in the bracket that best answers the question. When more information is required for certain questions, the instructions will so indicate.

Question 1. Which of the following changes in hiring procedures have occurred in your school system over the past two years?

		No longer required/ allowed	Now required/ allowed
(20)	a. National Teachers Exam	[ ]	[ ]
(21)	b. Full State Certification	[ ]	[ ]
(22)	c. Personal Interviews	[ ]	[ ]
(23)	d. Hiring of Aides/Teachers who have not met state certification requirements	[ ]	[ ]
(24)	e. Partial/Temporary Certification	[ ]	[ ]
(25,26,27)	f. Other (SPECIFY)_____	[ ]	[ ]

(28) [ ] THERE HAVE BEEN NO CHANGES (Skip to Question 3.)

Question 2. Do you attribute any of the above changes to the presence of COP aides in your school system?

(29) 1 [ ] No
2 [ ] Yes IF YES, which changes?
(30,31,32)

(33) Question 3. Is there a Career Lattice operating within your school system?

1 [ ] No
2 [ ] Yes
3 [ ] Don't Know

(34-36) Question 4. How many teacher aides are in your system?

_____ teacher aides

(37-39) How many of these are COP aides?

_____ COP aides

(40-42) Question 5. How many of your present aides were aides in this school system last year?

_____ aides

Question 6. What is the next highest position after "teacher aide" in your school system?

_____

(43-45) How many aides have moved to this position (or higher) in the last year?

_____ aides

(46-48) How many of these aides were COP aides?

_____ COP aides

Question 7. Since the inception of COP within your school system, have any of the following changes occurred?

(49) [ ] Increased linkages between the school system and community groups (Model Cities, etc.)

(50) [ ] Increased access to Federal funds

(51) [ ] Increased discussions between your system and the local Teachers' Union

(52-54) [ ] Other changes not listed above (SPECIFY)

Question 8. Five goals of COP are listed below. Please tell us how well you think these goals are being met in your school system. Rank them on a scale from 1 (most successful) to 5 (least successful). (ENTER A '1' TO INDICATE WHICH OF THESE GOALS HAS BEEN MOST SUCCESSFULLY MET; ENTER A '2' TO INDICATE THE GOAL NEXT MOST SUCCESSFULLY MET AND CONTINUE TO '5' TO INDICATE THE GOAL LEAST SUCCESSFULLY MET.)

(55) _____ To attract low-income people to a career in education

(56) _____ To encourage parent and community participation

(57) _____ To improve teacher training through a work-study program

(58) _____ To raise achievement levels among low-income children

(59) _____ To improve the efficiency of professional staff

Question 9. Which of the following changes would you like to see instituted, regarding COP aides in your school system? (CHECK ALL APPROPRIATE ITEMS.)

(60) [ ] More COP aides in regular classrooms

(61) [ ] Fewer COP aides in regular classrooms

(62) [ ] More supervision of COP aides by training staff

(63) [ ] More aides to work with "special" children

(64) [ ] More COP aides to work with minority group children

(65) [ ] Other (SPECIFY)_____

_____

(66) Question 10. Please check the category that best describes your total experience in having COP aides in your school system.

1 [ ] Very satisfying

2 [ ] Somewhat satisfying

3 [ ] Neither satisfying nor unsatisfying

4 [ ] Somewhat unsatisfying

5 [ ] Very unsatisfying

(67) Question 11. Please use this space for any additional comments.

Thank-you for your cooperation and assistance!

QUESTIONNAIRE FOR COLLEGE ADMINISTRATORS

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Please help us!

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(1- 6) IMPED 2

(7- 8) W ___ ___

(9-12) ___ ___ ___ ___SITE

(13) 6

This column is for computer coding only--do not mark in this column

Please put a check [✓] in the bracket that best answers the question. When more information is required for certain questions, the instructions will so indicate.

Question 1(a) Over the past two years, do you feel that the Career Opportunities Program (COP) has in any way affected any of the following? (FOR ALL THOSE YOU CHECK, PLEASE INDICATE HOW OR IN WHAT WAY, AND THE COURSE INVOLVED.)

HOW/WHAT COURSE?

(20) [ ] Course content _____

(21) [ ] Course additions _____

(22) [ ] Course deletions _____

(23) [ ] Course format _____

(24) [ ] Course meeting times _____

(25) Question 1(b) Are these courses open to non-COP students?

1 [ ] No

2 [ ] Yes IF YES, which courses?

_____

(26) Question 1(c) Who initially suggested the changes described in Question 1(a)

1 [ ] Faculty

2 [ ] Administration

3 [ ] COP students

4 [ ] COP staff

5 [ ] Local schools

6 [ ] Other (SPECIFY)_____

(27) Question 2. Have you hired any faculty members especially for the COP program?

1 [ ] No

2 [ ] Yes IF YES, are any of them:

(28) [ ] Specialists in training paraprofessionals to become teachers?

(29) 1 [ ] Personnel from the local school system?

(30) 1 [ ] Representatives of minority groups?

(31) 1 [ ] From low-income groups?

(32) Question 3. Have there been changes in admissions requirements over the past two years in the Department (or school) of Education?

1 [ ] No (IF NO, SKIP TO QUESTION 6)

2 [ ] Yes

Question 4. Which of the following changes in admissions requirements have been instituted?

(33) [ ] Acceptance of a GED diploma

(34) [ ] Lowering of SAT score cut-offs

(35) [ ] Lowering of Achievement Test score cut-offs

(36) [ ] Change in weight assigned to College Board Scores

(37, 38, 39) [ ] Other (SPECIFY)_____

(40) Question 5. Do these changes in admissions requirements affect all students or do they only apply to specific groups?

1 [ ] All students

2 [ ] COP students only

3 [ ] Other groups (SPECIFY)_____

(41) Question 6. Have there been any changes in degree requirements over the past two years?

1 [ ] No (IF NO, SKIP TO QUESTION 8)

2 [ ] Yes (IF YES, PLEASE SPECIFY WHAT THESE CHANGES HAVE BEEN)

_____

_____

(42) Question 7. Do these changes in degree requirements affect all students or do they only apply to specific groups?

1 [ ] All students

2 [ ] COP students only

3 [ ] Other groups (SPECIFY)_____

(43) Question 8. Please use this space for any additional comments.

Thank you for your cooperation and assistance!

QUESTIONNAIRE FOR PROJECT DIRECTORS

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Please help us!

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OMB Number 51-S72 014
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(1- 6) IMPED 2

(7- 8) W ___ ___

(9-12) ___ ___ ___ ___ SITE

(13) 7

This column is for computer coding only--do not mark in this column

Please put a check [ ] in the bracket that best answers the question. When more information is required for certain questions, the instructions will so indicate.

(20-22) Question 1. What is the total number of COP aides presently active in your program?

_____ COP aides

(23) Question 2. Do you employ a Career Lattice for COP aide advancement?

1 [ ] No

2 [ ] Yes

3 [ ] Don't Know

IF YES, please indicate each level, the approximate number of aides on each level and the pay scale for each level.

LEVEL	# AIDES	PAY SCALE

(24) 1 [ ] N

2 [ ] L

(For coding only)

Question 3. Please indicate if any of the following outside community agencies have expressed an interest in obtaining the services of COP aides.

(25) [ ] Day care centers

(26) [ ] Private schools

(27) [ ] Parochial schools

(28) [ ] Anti-poverty agencies

(29) [ ] Other (SPECIFY)_____

(30)

(31) _____

(32) Question 4. Have there been requests for additional COP aides in the public schools you are servicing?

1 [ ] No

2 [ ] Yes

Question 5. Through what source(s) do you fund your COP program?

(33) _____

(34)

(35) _____

Question 6. What are your present recruitment procedures for COP participants?

(36) _____

(37)

(38) _____

(39) Question 7. Were your recruitment procedures for this past year the same as or different from the first year of the program?

1 [ ] Same as first year

2 [ ] Different from first year (PLEASE SPECIFY)

(40) _____

(41) _____

(42) _____

Question 8. Who determines which college/university courses a COP participant may take?

(43) _____

(44) _____

(45)

(46) Question 9. Do you have a COP Advisory Board/Council?

1 [ ] No (IF NO, SKIP TO QUESTION 13)

2 [ ] Yes IF YES, who is represented on the Advisory Council? (LIST BY TITLES AND/OR OCCUPATION.)

(47) _____

(48) _____

(49)

(50) Question 10. How often does this council meet?

_____

Question 11. What is the Council's role in the following areas? (CHECK APPROPRIATE BOXES.)

		No role	Advisory	Sets Guidelines	Makes Operating Decisions
(51)	Recruitment of participants	[ ]	[ ]	[ ]	[ ]
(52)	Admission of participants	[ ]	[ ]	[ ]	[ ]
(53)	Course requirements	[ ]	[ ]	[ ]	[ ]
(54)	Participant assignments in practicum	[ ]	[ ]	[ ]	[ ]
(55)	Project staffing	[ ]	[ ]	[ ]	[ ]
(56)	Budget	[ ]	[ ]	[ ]	[ ]

(57) Question 12. Are you a member of the Board or Council?

1 [ ] No

2 [ ] Regular member

3 [ ] Ex-officio member

(58) Question 13. Please use this space for any additional comments.

Thank you for your cooperation and assistance!

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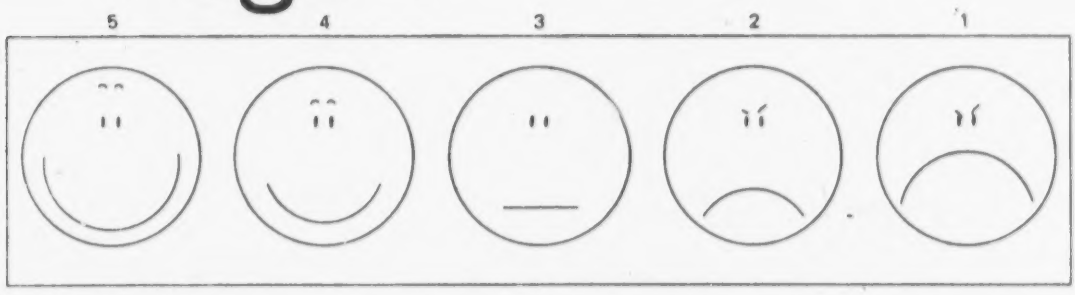
(20) A



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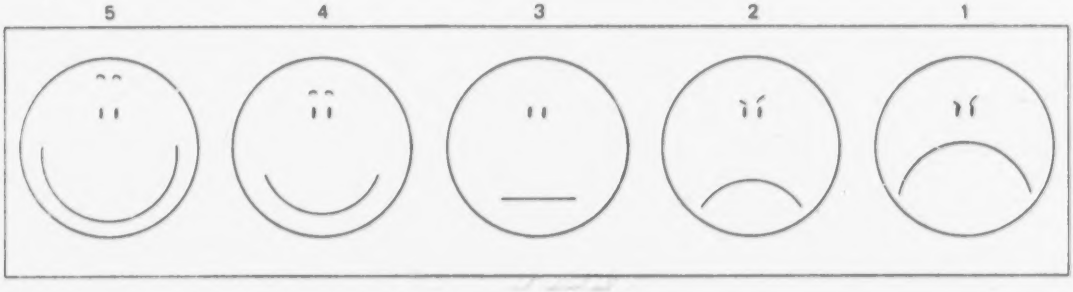

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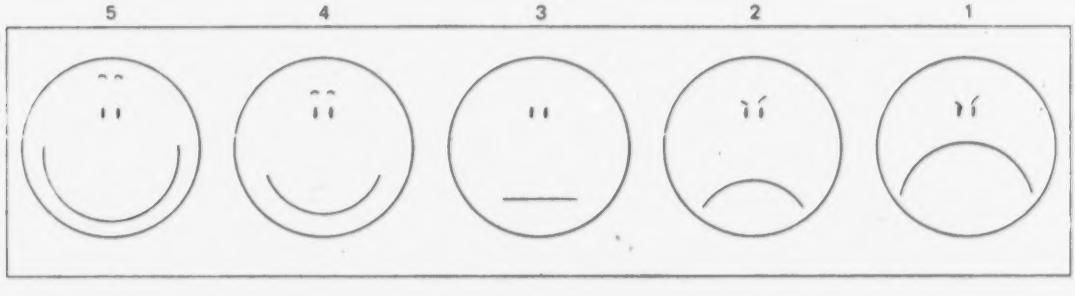

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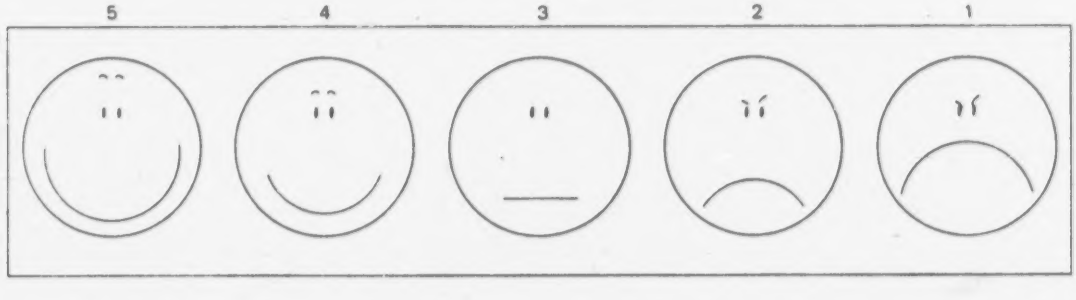

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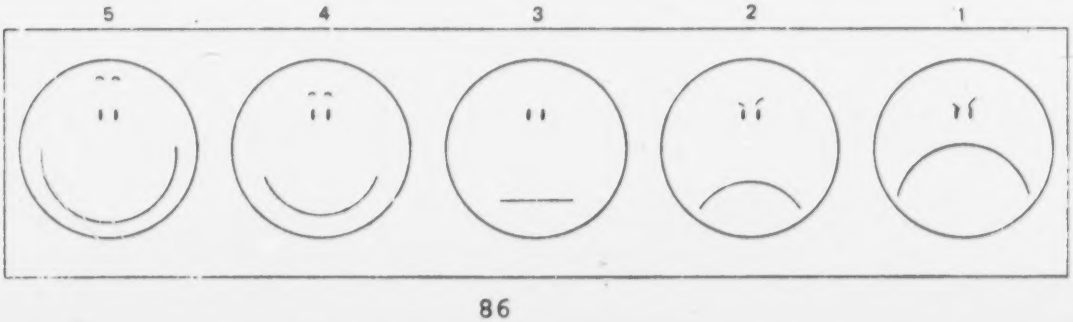

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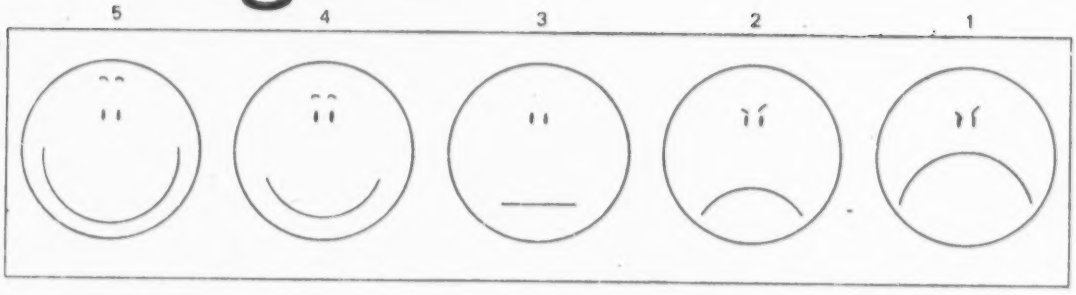

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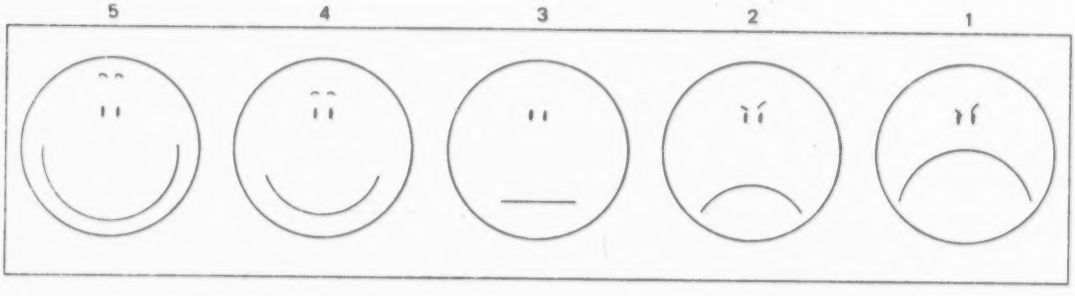

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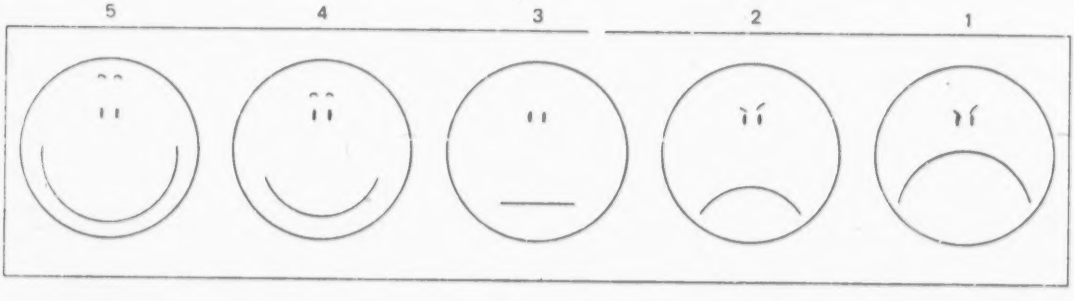

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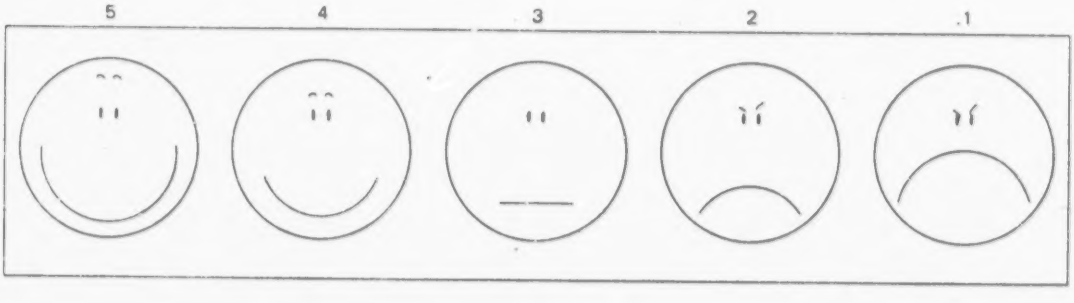

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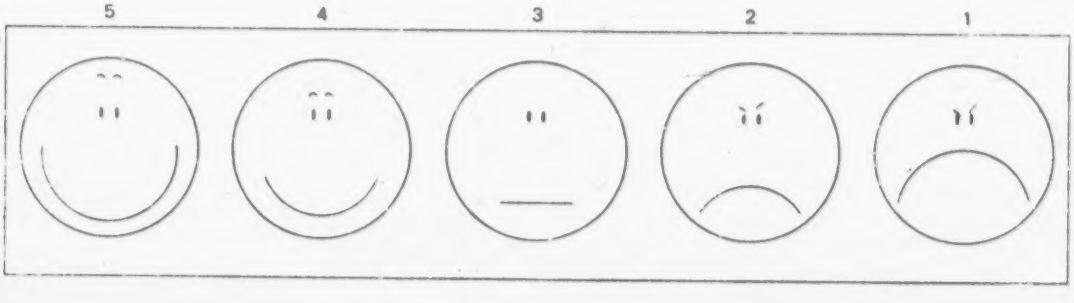

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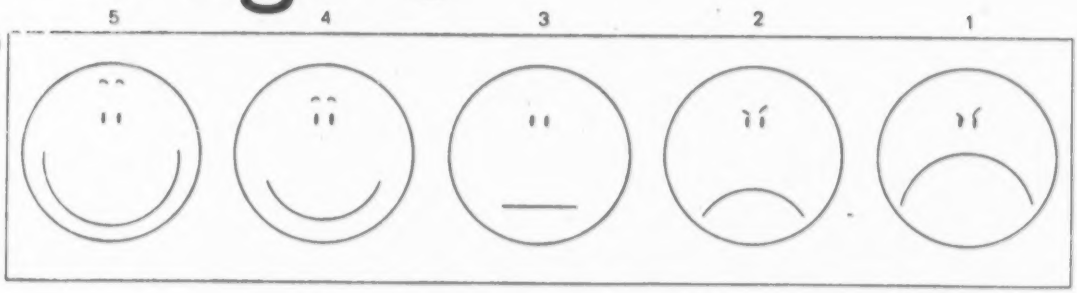

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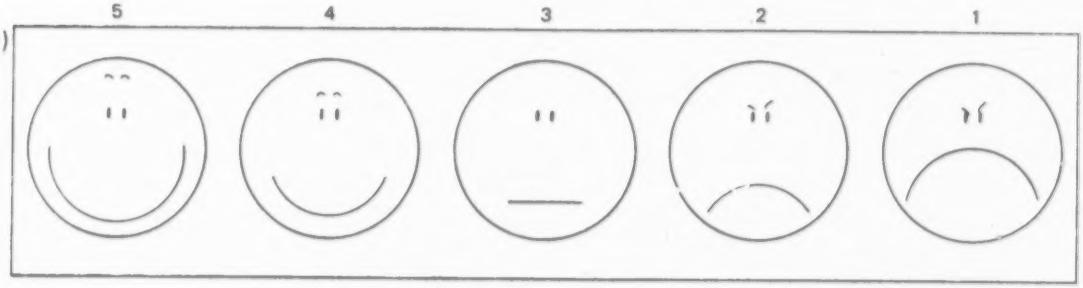

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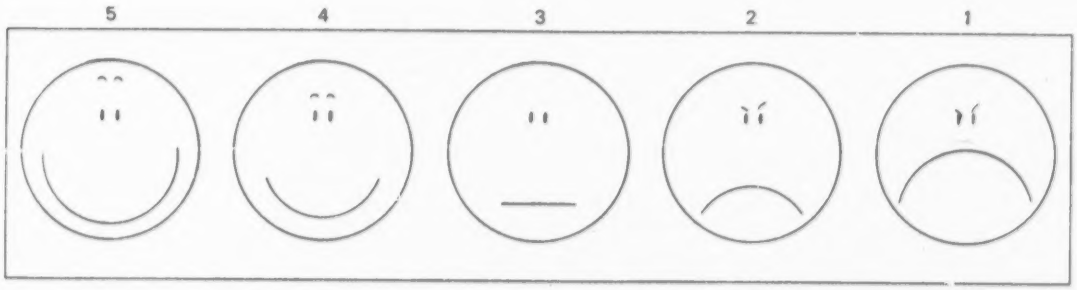

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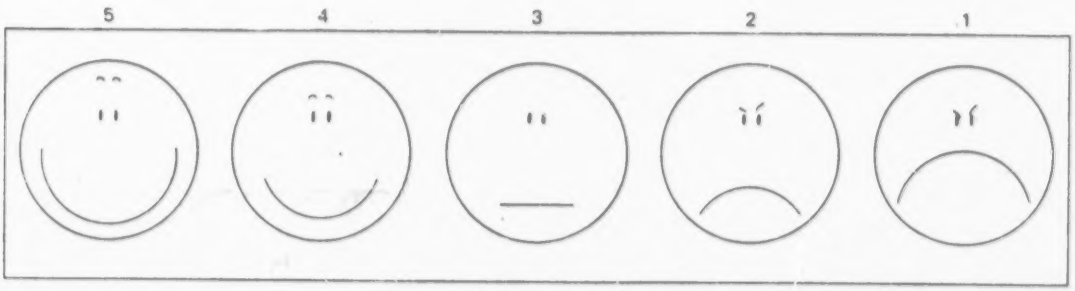

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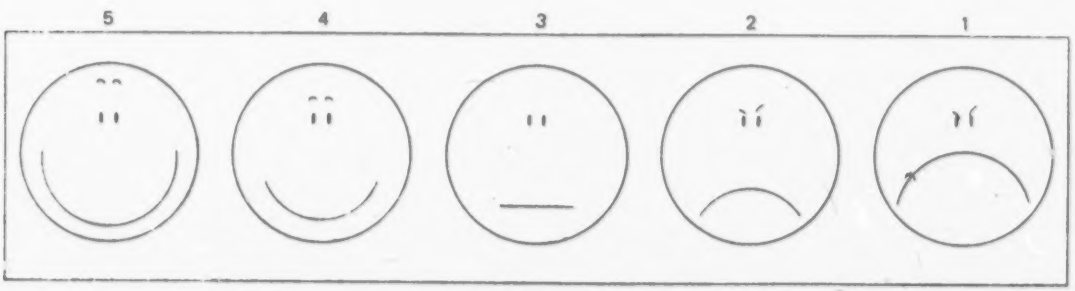

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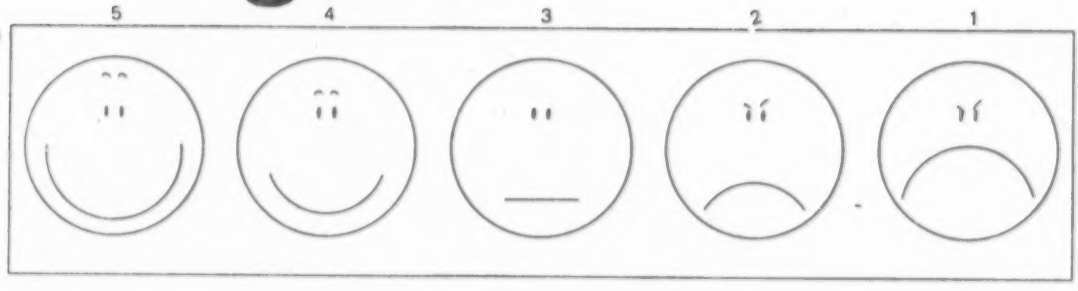

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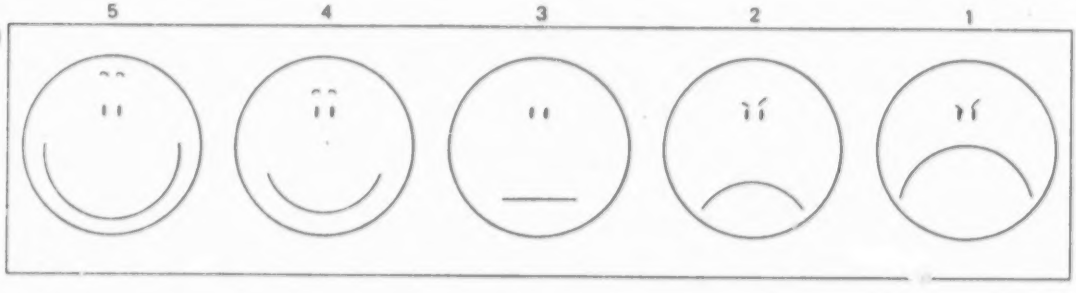

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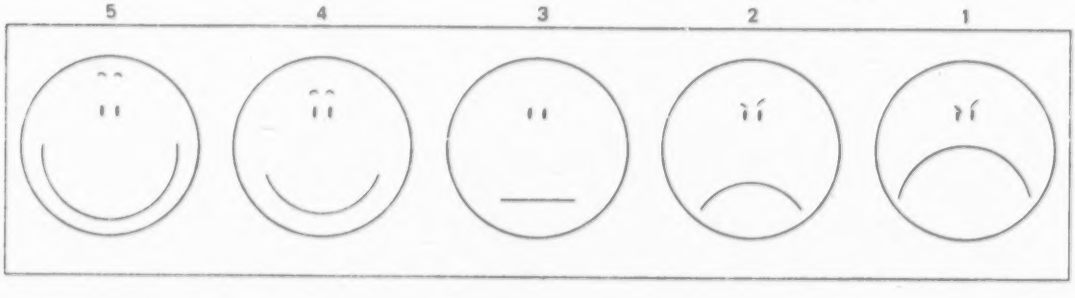

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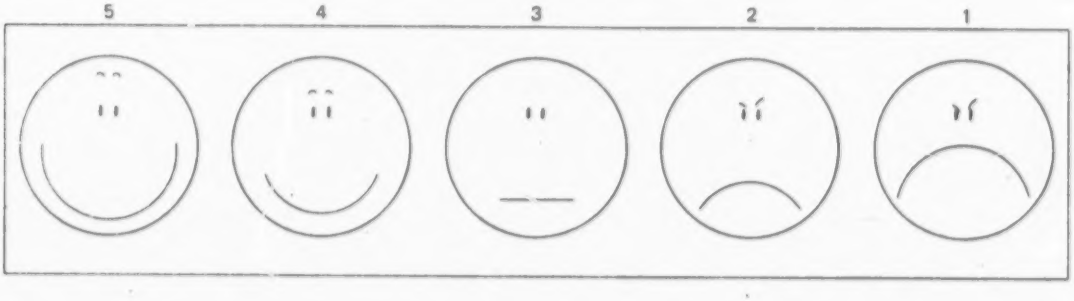

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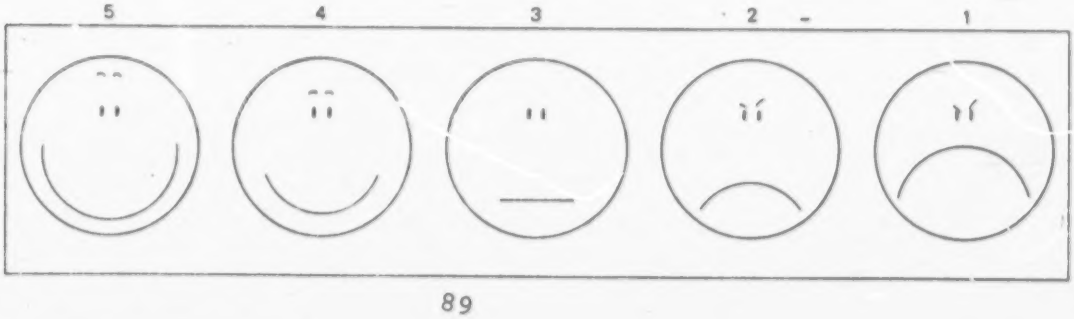

III. FIELDING THE STUDY

INTRODUCTION

In the Operational Plan of 29 July 1971 the stated goals were the measurement of performance and career aspirations of COP aides; the comparison of performance and selected behaviors of students who have COP aides with those who have not; and a description of institutional changes that have taken place during the two years of COP's existence. Our survey efforts were accordingly geared towards the testing of the following three hypotheses:

- COP has been an effective tool in improving the educational experience of students in the classroom;
- COP has been effective in enhancing the career potentials of its participants;
- COP has engendered change in institutional structures.

In order to test these hypotheses, data was obtained from three primary sources: participants, institutions and students. Although the impact on students is COP's primary concern, the effect of the program on the aides themselves is of nearly equal importance. If the program is unsuccessful in training aides, no impact on students can be expected. Similarly, even if no impact is detected on student achievement, the establishment of an enhanced set of reality-based aspirations on the part of the participants would constitute a degree of success. An expressed goal of COP (Project Directors Handbook, COP Leadership Training Institute, 1970, p.1) is

> ..."to attract capable persons to careers in education in a way that will improve both education and employment opportunities for the poor, and establish career lattices in schools so that productive careers can be followed by those recruited through this program."

To explore this, participants were administered a standardized test of basic skills and a questionnaire designed to elicit information concerning career plans and aspirations; attitudes towards the program, students, peers and teachers.

In order to make longitudinal comparisons of the participants, we investigated their changes on these dimensions over time. This was accomplished by administering the standardized test and the questionnaire to the same participants on both a pre-test and post-test basis. All data was collected during two major field efforts, one in the Fall of 1971, the other in the Spring of 1972.

The first two chapters of Volume III present the Operational Plan of July 29, 1971 and the developmental history of both Spring and Fall field instruments along with their respective justification statements. This chapter will describe in detail the field efforts for both Fall and Spring testing, including field preparation (of both COP Directors and Abt staff), field procedures and results, and the survey of the State Education Agency (SEA) certification officers.

1.0 Fall Survey Procedures

Abt Associates Inc. recognizes that good field procedures are an integral part of conducting effective research in the social sciences. With regard to this study of the Career Opportunities Program, we realized that the Fall field effort would in large part determine our credibility with the participants and Directors of the sixteen (16) sites, which would in turn affect our access to sites in the Spring and our ability to collect unbiased data. The following sections describe in detail the field effort for Fall testing, including field preparation (both COP Directors and Abt staff), field procedures and results, and the State Education Agencies survey.

1.1 Conference with COP Directors

Originally, sixteen COP sites were chosen from a sample frame defined as COP projects with no fewer than 30 and no more than 200 participants. The sample was drawn by probability proportional to size (PPS).

The Project Directors of each of these sixteen sites were invited to a conference on 24 September 1971 in Washington, D.C., where the operational plan was fully explained. Prior to the meeting, they received invitational letters from Wilton Anderson, former Chief of the Career Opportunities Program, and Abt Associates Inc., who made all necessary arrangements and paid all expenses. In addition, the sixteen Project Directors were sent a copy of the operational plan prior to the meeting.

Representatives from all sixteen sites attended the meeting. The Directors, while concerned about the testing procedures (especially in those sites that called for student testing), were both interested and cooperative. Documents related to this conference may be found in Section IV.

1.2 Field Staff Preparation

The eight Abt Associates field staff chosen to participate in the COP Fall testing were all experienced in conducting field work. Therefore, the bulk of field preparation consisted of familiarization with the COP program and with their respective testing materials.

Two meetings for the entire field staff were held before on-site visits were made. The first meeting, held after assignment of field staff, accomplished the following:

- Staff/site matching;
- Familiarization with the COP program--overall purposes, goals and evaluation needs;
- Distribution of COP Fall Survey Field Guide; and
- Clarification of field procedures--schedules, contacts, etc.

The second full staff meeting met shortly before the field effort and covered the following:

- Procedures for administering the ABLE tests and participant questionnaires;
- Final testing arrangements made with COP Directors;
- Distribution of materials; and
- Special attention to briefing of participants before testing began.

The field guide written for the staff is contained in Section III. The on-site schedule appears below:

Saturday 10/16	San Diego, California
Monday 10/18	Lafayette Georgia; Cedar Rapids, Iowa
Tuesday 10/19	Las Cruces, New Mexico; New Orleans, Louisiana; Charleston, West Virginia; Belcourt, North Dakota
Wednesday 10/20	Lakewood, Colorado; Jackson, Mississippi; Hartford, Connecticut; Lillington, North Carolina; Belcourt North Dakota

Thursday 10/21	Lakewood, Colorado; Jacksonville, Florida; Spokane, Washington.
Friday 10/22	Asheville, North Carolina; Stockton, California; Los Angeles, California

No serious problems were encountered at any site. The COP Directors were very helpful, although some were concerned about the possible reaction of their aides to the testing. Since most of the Directors had discussed the evaluation with the aides before Abt staff arrivals, the testing went smoothly.

1.3 Schedule for Fall Field Effort

Date	Event
Week of September 13	Letter sent from Washington, D.C. to Project Directors telling them of meeting on September 24. (This letter had an attached copy of our work statement.)
September 17	Letter enclosing tickets, etc. sent to Project Directors from Abt. In it we asked for a list of COP aides with all first-year aides to be designated by an asterisk.
September 22	Each field staff member called his Project Director to establish contact and find out if he received the ticket, if he developed the aides list and would bring it to Washington.
September 24	Washington, D.C. meeting with COP Project Directors. At this meeting we got names of the person who was to act as a liaison at each site.
September 30	The liaison at each site was called and contact established. The liaison was informed of the following procedural steps to be accomplished: • We would send him a list of the aides who formed the sample for his group. • We would arrange an agreed upon date or verify one chosen at the Washington, D.C. meeting. • We would discuss survey logistics: room, place, time for tests. The duration was to be 3 hours and testing at the IHE was highly preferable. • A local person, preferably the liaison, was to be present at the testing. • The Abt staff member would call again on October 5.
October 5	The liaison was called and verification was made regarding receipt of the participant list and testing arrangements. Arrangements were also made for a meeting place and time of meeting.
October 18-22	All staff in the field.

1.4 Field Procedures and Results

Every attempt was made to test participants during regular COP time--either in the early or late afternoon, when they would usually be attending college classes. However, the San Diego site was unable to arrange a time for participants to be tested other than a Saturday morning. Therefore, Abt Associates agreed to pay San Diego participants to compensate for their time.

A sign-up sheet, which appears in the Fall Field Guide, wa was used to assure correct participant selection for Spring re-testing. We were able to keep a tally of the total number of participants who appeared for testing at each site, and to begin to tackle the question of motivation during Spring testing. The average number of sampled participants who did not show up for testing across the sites was three. San Diego had the largest number of sampled non-respondents (110, whereas in six sites all sampled participants showed up for testing.

The COP aides were given a short questionnaire that primarily focused on demographic information. In addition to demographic information the aides were asked to describe their career plans and to explain how they first heard of COP. They also listed the classes to which they were currently assigned on the sign-in sheet. Finally, the reading and math (problem-solving) sections of the Adult Basic Learning Examination (ABLE) were administered. (Adies were retested on ABLE in the spring survey and were asked to respond to a longer questionnaire.)

The Abt field staff reported a high degree of cooperation by both COP Directors and participants. All staff felt that testing went smoothly and that a good working rapport had been established within the sites. This perception was validated by satisfaction checks made by telephone by the Field Coordinator. All the Project Directors contacted felt that the effort proceeded smoothly.

1.5 Sea Telephone Survey

One implicit goal of COP is to effect changes in state teacher certification regulations to better accommodate the career experiences of teaching paraprofessionals. In order to assess COP's success in meeting this goal Abt Associates Inc. conducted a telephone survey of state certification officers in SEA to determine the extent to which changes have occurred or are planned in each state and the extent to which the certification officers was their changes as responding to the needs of COP participants.

The survey began with a letter of introduction, giving a brief description of the study (but not mentioning COP) and Abt Associates Inc, sent to Certification Officials in the fifty states, as well as in the District of Columbia and Puerto Rico. Enclosed with the letter was a stamped, self-addressed post card that requested information regarding the name of the Certification Officer in that state, his official title, address and telephone number. Forty-three of the cards were returned. The remaining names were arrived at by calling their State Boards of Education.

Two interviewers divided the survey into twenty-six sites apiece. The interviewers were given an instruction sheet that divided the states into time zones, so as to avoid inappropriate calling times. In addition, further explanations of the eight parts of Questions 1 and 4 were provided. (The questionnaire for Puerto Rico was translated into Spanish by one of the interviewers.) Responses were limited to changes that had occurred from September, 1969 to the present, and changes anticipated over the next two years. Response categories were Don't Know (DK), No and Yes, with probing for each "Yes" response. A summary sheet was kept on each state to record the number of calls (including busy signals) necessary to complete the questionnaire.

This information can be found with listing of Director's names and addresses in Section IV.

When discussing changes, the interviewers asked the certification officers about a specific set of eight changes. We were interested in whether changes in these areas had occurred in the past three years or were anticipated in the near future. These areas concerned changes* such as:

a. Granting of provisional certification
b. B.A. no longer required
c. Number and/or type of courses required
d. Credit given for work experience outside of the teaching profession
e. Credit given for hours of teaching beyond required practice teaching
f. Exemptions made for particular Local Education Agencies (from state regulations)
g. Granting of special certification for teachers' aides
h. Extensions in time requirements for certification

Interviews were completed with 51 of 52 possible certification officers, the exception being Massachusetts whose officer, despite ten attempts, could not be reached.

On the following pages are the Interviewer Instructions for the SEA Telephone Survey.

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* In addition, the respondents were asked to specify any <u>other</u> changes which had been made or were planned.

SEA TELEPHONE SURVEY
INTERVIEWING INSTRUCTIONS

Materials:

1. SEA Questionnaire
2. Summary Sheet

Interviewing Method:

All interviewing will be conducted via telephone

Schedule:

Our goal is to conduct the survey in all fifty (50) states, plus Puerto Rico and the District of Columbia, over a four day period. The schedule will be as follows:

Day 1

9:00-11:00--all 1's
11:00-12:00--all 2's
1:00- 3:00--all 3's
3:00- 5:00--all 4's

Alabama	2
Alaska	4
Arizona	3
Arkansas	2
California	4
Connecticut	1
Colorado	3
Delaware	1
D.C.	1
Florida	1
Georgia	1
Hawaii	4

Day 2

9:00-11:00--all 1's
11:00-12:00--all 2's
1:00- 4:00--all 2's
4:00- 5:00--all 3's

Idaho	3
Iowa	2
Illinois	2
Indiana	2
Kansas	2
Kentucky	1
Louisiana	2
Maine	1
Maryland	1
Massachusetts	1
Michigan	2
Minnesota	2
Mississippi	2
Missouri	2

Day 3

9:00-12:00--all 1's
1:00- 2:00--all 2's
2:00- 3:00--all 3's
3:00- 5:00--all 4's

Montana	3
Nebraska	3
Nevada	4
New Hampshire	1
New Jersey	1
New Mexico	4
New York	1

Day 3, cont'd

N. Carolina	1
N. Dakota	2
Ohio	1
Oklahoma	2
Oregon	4
Pennsylvania	1

Day 4

9:00-11:00--all 1's
11:00-12:00
1:00- 2:00--all 2's
2:00- 4:00--all 3's
4:00- 5:00--all 4's

Puerto Rico	1
Rhode Island	1
S. Carolina	1
S. Dakota	3
Tennessee	2
Texas	2
Utah	3
Vermont	1
Virginia	1
Washington	4
W. Virginia	1
Wisconsin	2
Wyoming	3

Hours: A total of seven (7) hours per day have been alloted for this task. The preceding schedule was developed to accomodate the time change across the states, so as not to try to contact California at 7:00 a.m., etc.

Eligible Respondents: The only respondents eligible to be interviewed are those whose names and phone numbers appear on the questionnaires.

Quota: Each interviewer will be responsible for 25 states.

Summary Sheet: A summary sheet has been attached to each questionnaire. The outcome of each dialing should be recorded on this sheet.

1.6 Satisfaction Checks

Eight COP Directors (one site per Abt staff) were contacted by the Abt Field Coordinator and asked how they felt the testing went, if they had any problems with the Abt representative, and if they had any special considerations they wished to voice. Eight out of eight of the Directors reported a high degree of satisfaction with the field effort.

2.0 Spring Survey Procedures

The Spring field effort represented a continuation of the survey plans which called for revisiting sites and conducting post-tests, new tests and additional interviews. Participants were post-tested on the Adult Basic Learning Examination, Form B, in order to note any changes in basic skills over time and to relate such changes to data on demographics and/or opinions and attitudes towards the program. In addition, attitudes towards the program were related to job characteristics and current college experiences.

During this half of the evaluation, the impact on students was measured by achievement test scores and student opinions about schools, self and others. Standardized achievement test scores (reading and math subtests) were supplied by the sampled sites for students (grades I-VI) with COP aides and comparison students who did not have aides. In those sampled sites where achievement testing was not scheduled for the Spring, Abt Associates Inc. tested the students using the Cooperative Primary Test (grades I-III) and the Comprehensive Test of Basic Skills (grades IV-VI), reading and math subtests. In order to assess students' opinions about self, others and school, Abt Associates developed a "Student Opinion Instrument" (see Chapter 3.0) which was administered to all students in the sampled and comparison classes of the five student testing sites.

In addition, institutional impacts were measured by type. Changes in classrooms, elementary schools, LEA standards, IHE courses and requirements were explored by questionnaires, each specifically designed for selected groups of respondents: teachers, principals, superintendents, college administrators and Project Directors.

2.1 Spring Field Preparations

On 17 January 1972, the field staff member responsible for each of the sixteen sites contacted the Project Director to schedule the spring visit. The field staff member described to the Project Directors the purposes of the spring field effort and indicated that a letter fully outlining the spring field procedures would be forthcoming. The conversation--including the agreed upon dates for the site visits--was confirmed in a letter sent to the Project Directors by Abt field staff members on 19 January.

A letter, dated 21 January was then sent to the Project Directors with a copy of the First Quarterly Report on COP. The purpose of the letter was to inform the Project Directors of the conduct of the evaluation up to that date (via the Quarterly Report), to describe in detail the spring survey needs at their site, and to outline the plans and logistical requirements for the spring visit to the sixteen sites. This letter outlined the following tasks:

- Post-testing of those COP participants who took the ABLE test last fall. Testing would again take approximately two and one-half hours and would include both the ABLE test and the Participant Questionnaire. (It was noted that the ABLE test would be a different form and that the questionnaire was a new one.) A request was made that the participants be tested in the same location as the fall visit, in instances where that was feasible.

- The distribution of the self-administered questionnaires to: the Superintendent of Schools, Principals of schools in which COP participants are assigned to teach, administrators/faculty of the college or university in which COP participants are enrolled (to be given to

those staff members most knowledgeable about the COP program and participants in relation to the college or university, possibly including instructors of COP courses, counselors of COP students, coordinators of the COP program, etc.) and the Project Director.

- Since most of the field staff would not know the transportation routes between schools or other locations where questionnaires would be dropped off, it was requested that the Project Director accompany the staff member or, where this was not possible, provide the staff member with specific directions. It was recommended that the questionnaires be collected before the end of the business day.

- Administration of post-tests to those COP participants who were unable to be present on the first day of testing. Post-testing would take place on Day Two of the field effort--time set as a contingency where tasks of Day One had not been completed.

- Gathering of the self-administered questionnaires which were not picked up before the completion of the business day, Day One.

The letter of January 21, 1972, also included the list of those COP participants who were tested in the fall and who needed to be contacted for post-testing during the spring visit. It was requested that participants be encouraged to attend since new people, who had no base line data, could not be substituted.

A list of school principals, superintendent of schools, and college or university faculty who would fill out self-administered questionnaires was also included. These lists were presented as a "double-check" to insure that there were no deletions

or to encourage additions where the lists were incomplete. The Project Director was encouraged to acquaint the personnel on the enclosed list with the purposes of the visit, and to elicit their cooperation with the study during the forthcoming months.

A reiteration of the guarantee of an honorarium to be paid to Project Directors was included in the letter of January 21. It was noted that five Project Directors, at sites which included student testing, would receive $200; all other Project Directors would receive $100. Each staff member in charge of a site was given copies of this letter on the 22nd of January.

Ken Carlson contacted the five sites designated for student testing with the Student Opinion Instrument and the testing of teachers of both COP and non-COP classes in grades I-VI. These five sites were Hartford, Denver, Stockton, San Diego, and Asheville, North Carolina. The Asheville site also included student achievement testing, due to the fact that there is no standardized testing program in Asheville as in the other four sites. Achievement tests were given in the other four sites by their LEAs who agreed to send Abt Associates their results.

Field staff members responsible for each site telephoned their Project Directors on February 1, 1972, to confirm that the letter of 21 January arrived and that all questions were answered. On March 3 the Field Coordinator wrote letters to all the Project Directors informing them of a change of handling procedure in the Principal Questionnaire only. Because of the large number of principals involved in the spring effort, and becuase the field staff had only a short period in which to complete a myriad of tasks, it was decided that the Principal Questionnaires would be mailed directly to each Project Director (subsequent to OMB clearance). The self-administered questionnaires arrived, each with a principal's name attached, with instructions to the Project Director to call or contact the principal to acquaint him with the COP study before distributing the questionnaire. Principals

were also given a stamped envelop addressed to Abt Associates so that they could mail the questionnaire directly back to the Field Coordinator. Each questionnaire was numbered by site and principal to maintain maximum in-house control. In addition, the Project Directors were asked to inform the IHE personnel and superintendents of schools of the purposes of our visit and to elicit their cooperation in filling out the self-administered questionnaire when the Abt field staff member arrived. Only in the case of the Cedar Rapids site (due to the fact that there were 22 LEAs,) were the questionnaires for the superintendents handled in the same manner as the principal questionnaire for the other sites.

Also included in the letter of March 3 was a list of all of those who would receive questionnaires at each of the respective Project Director's sites. In the case of the five sites where student testing was to take place, an addendum was attached to the March 3 letter indicating that a complete list of those classes selected for student testing and those teachers who would be administered a questionnaire would be included in a forthcoming correspondence.

On March 6, the Spring Field Guide was distributed by the Field Supervisor to all field staff involved in the spring effort. The guide was made available to the field staff prior to the first staff meeting for their perusal. On the following day, March 7, the Abt field staff met to review the spring field guide. Discussion of the meeting centered around securing travel arrangements, verifying field visit dates, reviewing the instruments to be administered, and clarifying and discussing any problems pertinent to the spring field effort.

The Abt field staff member responsible for each site called Project Directors on March 10 to confirm the receipt of the letter sent on March 3.

2.2 Schedule for Spring Field Effort

Date	Event
January 17	Field staff contacted Project Director or liaison to schedule Spring visit at each site. Short description of the purposes of our visit followed by a letter describing in full the Spring field procedures at each site.
January 19	Letter sent to Project Directors by Abt field staff to confirm dates for Spring visit.
January 21	Letter sent to 16 Project Directors detailing our plans for the spring visit. Participant lists, names of IHE personnel, Superintendents and Principals to respond to a ten minute self-administered questionnaire were included as well as the COP Fall Quarterly Report.
February 1	Field staff telephone Project Directors to check that letter arrived and that all questions were answered.
March 3	Field Supervisor wrote letters to all Project Directors informing them of a change in the procedure for the Principals Questionnaire. The Principal Questionnaire will be mailed to Project Directors (subsequent to OMB clearance) with instructions to call/contact each Principal to acquaint him with the COP study before distributing the questionnaire. Principals will be given a stamped envelop addressed to Abt Associates so they can mail the questionnaire directly to us. Each questionnaire was numbered by site and Principal to maintain control in-house. In addition, the Project Director will be asked to inform the IHE personnel and Superintendents of the purposes of our visit and to elicit their cooperation in filling out the self-administered questionnaire. In sites where there are more than 2 or 3 LEAs the questionnaires were to be handled in the same manner as the Principal Questionnaire.

Date	Event
March 6	Field Guide distributed to entire field staff.
March 7	Abt field staff meeting held to review Spring Field Guide.
March 10	Staff called Project Directors as follow-up to a letter of March 3.
March 13	Letter sent to Project Directors of the five sites involving student testing. Letter included lists of classrooms and teachers selected for testing and a separate letter to be forwarded to teachers by Project Directors outlining testing procedures in teacher classrooms.
March 15	Staff called Project Directors at each site to verify that all sampled participants have been informed of the post-testing and that a room has been arranged for testing. Final arrangements to meet the Project Director/liaison at the site at least 15 minutes before testing were made.
March 16	Staff made final travel arrangements to sites.
March 20	Abt staff administering the Student Opinion Instrument received in-house training.
March 23-24	All Abt field staff met to cover all phases of field effort.
March 30	Project Directors were called to verify final arrangements made on the 15th.
April 3-21	All staff in field. Abt Associates Inc. was notified daily as to where staff could be reached.
Return from field	Field Supervisor wrote letters to the Project Directors to thank them for cooperating and to enclose the honorarium.

2.3 General Field Staff Responsibilities

All field testing, except in the three largest sites (to be discussed), took place between 3 April and 21 April. At the eleven sites where no student testing was conducted, staff administered the ABLE test and the Participant Questionnaire to sampled COP participants in one day per site and, in most instances, distributed and collected the self-administered questionnaires the same day. A second day was slotted for use only as a contingency in cases where instruments could not be administered and data was not collected on the first day. As in the fall, field staff were responsible for scoring the ABLE tests.

Except for the Principal's Questionnaire, which was handled separately (as described in the letter of March 3), field staff members were responsible for distributing and collecting the appropriate number of questionnaires to IHE personnel, superintendents and Project Directors at each site.

It was also the responsibility of each staff member to find a suitable time to test the COP participants with the ABLE and the Participant Questionnaire. Distribution of the IHE, Superintendent, and Project Director Questionnaires was scheduled around testing of COP participants--preferably with distribution in the morning and collection in the afternoon. Each respondent was to indicate the approximate time when the questionnaire would be ready for pick-up so that each staff member knew when he would have all of the completed instruments.

Before COP participants actually completed their self-administered questionnaire, the staff members at each site reacquainted them with the purposes of the study. The participants already had a fairly thorough overview of the study from the fall visit. However, it was explained:

- Why they (as a group) were being tested
- Why they were being tested a second time
- How the results were going to be used
- That we were not concerned with comparing participants against each other.

The purpose of the Student Opinion Instrument was to assess whether there was a difference in student attitudes in classes with COP aides as compared to classes which did not have COP aides in grades I-VI. The instruments had been pre-tested and the final procedure for administering the instrument had been tested and revised three times. The procedures represented what Abt Associates felt to be the best way to present the test to the children. Field staff members were responsible for maintaining the standardized procedures for administering the test so that instructions given to students were identical across classes.

2.4 Arrangements for Student Testing

After securing lists of teachers who had classrooms chosen for administration of the Student Opinionnaire from the Project Directors, the Field Supervisor sent the Project Directors of these five sites (Asheville, Hartford, San Diego, Stockton, and Denver) a letter explaining the procedures for administering the Opinionnaire. The letter to the Directors requested that each Director notify the appropriate teachers that the Abt field staff would shortly be visiting his/her classroom. Enclosed with the letter to each Project Director was a letter to each of the teachers. It was requested that the Director forward these letters to each of the teachers having classrooms involved in student testing.

The letter to the teacher briefly outlined the purpose of the study and explained that the Student Opinionnaire would be administered to measure attitudinal changes among pupils in classrooms with and without COP aides. The field staff assigned to each site was introduced. In addition, a small amount of teacher preparation was requested:

1) All students were to be arranged in rows;
2) The students were to sit at least two feet from their left or right neighbor;

3) Paper and materials would be supplied but the students should have their own pencils;

4) The students were not to be told they were being tested, since this raises the level of anxiety which would be unnecessary as the opinionnaire was in a game-like format. The teachers of classrooms with COP aides were also notified that Abt would like the teachers to fill out a self-administered questionnaire during the time that their students were being administered the opinionnaire.

2.5 Spring Field Effort: New York, Detroit, Chicago

Fall testing of participants was conducted in 16 sites chosen by the method of probability proportional to size (PPS). This PPS sample was selected from a frame of COP projects restricted to those which had no fewer than 30 participants or no more than 200 participants.

At the request of the Office of Education, the Spring testing was to include three extra sites that would insure a representation of COP participants from projects larger than 200. The three sites selected by the Office of Education were Brooklyn, New York; Chicago, Illinois; and Detroit, Michigan.

Contact with the sites was initiated by Mr. Jerry Durley, Project Officer of COP, Washington, D.C. who spoke to the Project Directors and described both our company and the purpose of the study. Mr. Durley then sent us the names of the Project Directors who were expecting to hear from us. We in turn sent letters to each of the three projects, introducing ourselves and enclosing copies of our first Quarterly Report and a list of requirements for the Spring survey.

Visits were subsequently scheduled to the sites, as follows:

Detroit: April 18-19
New York: May 1-3
Chicago: May 8-9

All three site visits were conducted by one Abt staff member who had established prior contact with the sites and who had been individually briefed by the Director of the Impact Evaluation and the Field Coordinator. The field work proceeded very smoothly and information was obtained from the following respondents:

- Project Directors
- Superintendents of Participating LEAs
- Principals of Participating Schools in LEAs
- College Administrators familiar with the COP program in their colleges
- COP Participants (Aides)

As in the case of the 16 other sites, the Principal Questionnaires were mailed to the Project Director with instructions to distribute them to the Principals who would then return them to Abt Associates in the stamped Abt-addressed envelopes. Due to the large number of questionnaires distributed, ID numbers were not used. Although name and school were typed on labels on the questionnaire, the respondent was asked to detach this.

The ABLE test was administered to the COP aides and scored by the field member before returning all forms via Emery Air Freight to the Cambridge office. The staff member reported that all three sites had been extremely cooperative and data collection had proceeded without difficulty.

2.6 Honorarium

An honorarium of $100 was mailed to 14 Project Directors accompanied by a letter thanking them for their extra assistance and cooperation in carrying out the COP Impact Evaluation. The checks were sent on April 21 except in those cases where site visits were conducted at a later time; in these cases, checks were sent on April 27. Project Directors of the five sites where student testing had been conducted, received $200, since this activity required more extensive planning and assistance on their part.

3.0 Field Guides

This section is comprised of both the Fall and Spring Field Guides as they were presented to Abt field staff members. Both guides, although constructed for the most part by the Director of the Impact Evaluation and the Field Supervisor, were subject to revision and discussion by the Abt field staff. Several group meetings were held to discuss the contents, procedures and schedules and the most efficient and effective ways of fielding the study. The guides themselves include field schedules, responsibility matrices and test instructions, as well as arrangements for distribution and collection of the self-administered questionnaires. While in the field, each staff member was required to keep a copy of the appropriate guide close at hand at all times and to adhere to the instructions within as closely as possible.

COP FALL SURVEY
FIELD GUIDE

INTRODUCTION

The purpose of this field effort is to collect some important information on the participants in the Career Opportunities Program (COP) within the context of assessing the impact of COP on students, participants, and institutions.

The following materials* are included in this guide to acquaint you with the overall study:

- IMPED Work Statement
- Schedule for Fall Field Effort
- Letter sent from Washington, D.C. to Project Directors
- Letter sent from Abt Associates to Project Directors
- List of Sites, Project Directors, Field Staff Assignments
- COP Project Directors' Checklist

The following are included for use in the field:

Field Manual

A. Instructions for Abt Associates Inc. staff
   1. Procedures for administering the Participant Questionnaire
   2. Procedures for administering the Adult Basic Learning Examination (ABLE)

B. The Participant Questionnaire

C. ABLE Handbook for test administration

D. ABLE test booklet

E. Scoring instructions

All of the materials should be read before going out into the field. There will be a field staff meeting (date to be announced) to answer any questions you might have. However, do not hesitate to contact either Pat or Sydelle, at any time.

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* Note: Parts of these materials are omitted from this section because they can be found in other parts of the quarterly report.

SITE:
CODE:
FIELD STAFF:

6 SIGN-UP SHEET

NAME	GRADE ASSIGNED	TEACHER'S NAME IN ASSIGNED GRADE
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		

NAME	GRADE ASSIGNED	TEACHER'S NAME IN ASSIGNED GRADE
24.		
25.		
26.		
27.		
28.		
29.		
30.		
31.		
32.		
33.		
34.		
35.		
36.		
37.		
38.		
39.		
40.		

FIELD MANUAL
COP FALL SURVEY

A. INSTRUCTIONS FOR FIELD STAFF

Materials

This manual includes the following materials sequenced according to use in the field:

1. Participant Questionnaire
2. Adult Basic Learning Examination (ABLE) handbook for test administration.
3. ABLE test booklet including Reading and Math subtests to be administered to COP participants.

Schedule

All field testing will be done on October 18. Field staff will administer the Participant Questionnaire and the ABLE tests within one day per site. Field staff will also score the tests for raw scores.

Hours

It is up to you to determine which hours are most convenient for the COP participants at your site. Many COP students will teach for part of the day and take courses at various places for the rest. However, in consultation with the COP Project Director at your site, arrive at a time which will be most suitable for COP participants, as well as a testing location which is:

1. easily accessible
2. well-lit and relatively free of disturbances (street noise, other students passing in the halls, etc.).
3. familiar to the students as to minimize discomfort or distraction about new surroundings.
4. equipped with adequate desk or hard surfaces for writing

Washington suggests that the college site be used.

The following testing schedule represents the situation where COP participants are free for testing in the morning only:

9:00-9:05	Liaison man introduces Abt staff member
9:05-9:15	Abt staff member gives brief description of the task, an overview of the project and the purpose of the testing(see page 5).
9:15-9:30	Administration of Participant Questionnaire (15 minutes); collect questionnaire
9:30-9:45	Instructions for ABLE Reading subtest
9:45-10:42	Administration of ABLE Reading subtest
10:42-11:00	Short break
11:00-11:10	Instructions for ABLE Arithmetic subtest
11:10-12:00	Administration of ABLE Arithmetic subtest Part B: Problem Solving (50 minutes)
12:00	Collect test booklets and thank participants for their cooperation

The total testing time (not including instructions) is 2 hours and 30 minutes. As indicated in your Handbook for Test Administration, the ABLE achievement tests include a time factor. Therefore, you must adhere as closely as possible to the time allotment for each test. The Participant Questionnaire is not a timed test, however. Therefore, you do not need to keep to a particular time schedule.

Make sure you have the following materials in sufficient number for all the participants:

- pencils
- Questionnaires
- ABLE booklets and answer sheets
- Sign and tape
- stop watch or second hand

1. Procedures for Administering the Participant Questionnaire

Before COP participants actually complete the Questionnaire, it is very important that they have a brief overview of what the study is all about, particularly:

- why they (the group you are testing) are being tested
- how the results are going to be used
- that we are not concerned with comparing participants against each other but rather with the scores of the group as a whole to see if they have changed over the course of the year. Explain that we will test again in April.

It is most important that the people being tested do not feel anxious about the fact that they, as individuals, are going to be singled out or that the Project Director will find out about their scores and be disappointed, etc. We assume that there will already be some test anxiety among participants, as a result of bad testing experiences in public school. Therefore, every attempt should be made to make them feel at ease with you and with the testing situation at hand.

When you read the Participant Questionnaire, you will see that there is little room for misinterpretation. It has been constructed to be as straightforward as possible, thereby making your task quite simple.

Steps in Administering the Participant Questionnaire

1. Introduce yourself and the study. The following paragraph might be useful in deciding what to say:

"Hi. My name is_____and I'm from Abt Associates Inc., a research firm in Cambridge, Mass. We are presently working with the Office of Education to see what kind of impact the COP program has had on you as participants, the students you teach, and the colleges you attend. My purpose here today is to gather some information about you in two ways: first, through a questionnaire which you will be answering and second, through a reading and an arithmetic test. I want to emphasize, though, that none of these tests will be used or even seen by anyone but Abt Associates staff. In other words, none of your professors or teachers and not even Mr. _____(the Project Director) will ever find out how you did on these tests, as individuals. In other words, no one will ever see a test with a name on it. If a test has to be used by someone who knows you personally, we'll cross your name off of it first. I want to make sure you understand this.

This kind of evaluation is required by the heads of COP in Washington, D. C. They want to know how well you are doing as a group. The results of these tests are very important to the future of the program--so please bear with us. We will come back to test you again in April, and by looking at the scores from today and the scores in April we hope to reach some conclusions about the COP program. Would anyone like to ask any questions before we begin?"

2. Hand out Questionnaire
3. Ask participants to write the first initial and last name in the upper right hand corner of the Questionnaire.
4. Ask them to complete each question and raise their hands if at any point there is an unclear question.
5. Begin test.
6. End test when all have completed the Questionnaire.
7. Ask participants to make sure that their names are in the upper right hand corner of the test.
8. Collect and put away.

2. Procedures for Administering the ABLE Tests

Although the ABLE includes tests of Vocabulary, Spelling, Reading, Arithmetic Computation and Arithmetic Problem Solving,for the purpose of this study we will only use the Reading Test (both Paragraphs and Newspaper) and the Arithmetic Problem Solving Test. You will notice that the test booklet is stapled closed from pp. 1-8 and from pp. 19-24 to minimize confusion about which pages to fill, which test is being taken, etc.

The ABLE Handbook for Test Administration provides all the instructions and special considerations you will need to know about and tell participants during test administration. It is important--albeit, painful--to say the directions (the darkened lettering) just as they have been written. Although they are by no means written with style or even humor, they cover all the salient points which need to be mentioned and are an integral part of test reliability.

Be sure to:

- speak loudly enough so that everyone can hear you.
- read the instructions slowly and encourage questions.
- if any directions seem ambiguous to you, be sure to explain it in full in your own words.
- try as much as possible to maintain eye contact

Steps in Adminstering the ABLE Tests

1. Post a sign on the door reading, "TESTING, DO NOT DISTURB" (prepare one and bring thumb tacks or tape).
2. Be sure to have your own blank copy of the test booklet and answer sheet to use for demonstration.
3. Remind participants that you are not concerned with individual scores on the two tests they will be taking, the Reading and Math tests. You are interested in the total scores of the group. The tests will not be seen or be used by anyone else but Abt Associates staff. Anyone else WILL NOT SEE THEIR TESTS with their names on them. If any individual tests are seen, the names will be crossed off.
4. Distribute pencils and tests, reminding participants not to open them until instructed to do so.
5. Explain that the first test will be a Reading test.
6. Begin instructions.
7. Display the answer sheet or test booklet as much as possible--the more the better. People often have difficulty finding pages, numbers on the page, etc.
8. Begin test.

   Reading Test: Paragraph Section

   Start: 9:45
   Finish: 10:42
   Time left: 23 minutes (post time every 10 minutes)

9. End Paragraph section EXACTLY FORTY MINUTES FROM THE START OF TESTING.
10. Read instructions for Newspaper section.
11. Begin Newspaper section (note timed reading in this section).
12. End Newspaper sections EXACTLY SEVENTEEN MINUTES FROM THE START OF TESTING.
13. Collect materials.
14. Take a short break.
15. Re-distribute materials when participants are seated.
16. Read instructions for Arithmetic test (#4: Part Be Problem Solving).
17. Begin test.
18. End test EXACTLY FIFTY MINUTES FROM START OF TESTING
19. Collect materials.
20. Thank group for their help.

E. Scoring Instructions

Abt Associates field staff will be responsible for scoring the two ABLE subtests--not the Participant Questionnaire. The COP participants will record their answers on an IBM sheet (not in the test booklets) which is scored quite easily by placing an answer key (which will be provided) directly on top of the answer sheet and marking the slots with a colored pencil. Raw scores for each subtest are arrived at by simply counting the number of correct responses and recording them at the bottom of each participant's IBM card.

COP FIELD CHECK LIST
TO BE COMPLETED AT EACH SITE VISIT

Before testing--do you have each of the following:

1. The sign-up sheet for participant's names, grade assignments, and teacher in assigned grade?
2. Sign reading "Testing, Do Not Disturb".
3. 40 pencils.
4. Checked to see that all IBM cards have:
   --the site code number on upper right hand corner
   --space for participants to write their birth date instead of their names.
5. Checked to see that the Participant Questionnaires have:
   --site code number on top right hand corner
   --place to record math and reading scores on bottom of last page
   (REMEMBER TO RECORD THESE SCORES ON THE PARTICIPANT QUESTIONNAIRE AFTER YOU HAVE CORRECTED THE ABLE TESTS!)

It is most important that before you begin to test you read the paragraph explaining the study and why we are testing COP participants. Also, remember to explain that we are asking for names on the sign-up sheet ONLY BECAUSE WE MUST HAVE A RECORD FOR SPRING TESTING. Make sure everyone understands that we have no way of matching birth dates (which is the only form of identification on the tests) with their names.

After Administration of the Participant Questionnaire:

Collect all questionnaires. During administration of the first ABLE test, check to make sure that no two people have the same birth dates (on the participant questionnaire). This is a most important step. If two or more people have the same date of birth, ask them to come up to you and to put their social security numbers (or if they are unavailable, their license numbers or some form of identification to distinguish them) next to their birth dates so that we can tell them apart.

After Testing is Completed:

When each ABLE test has been scored with the Answer Key supplied to you, please record the ABLE Math and Reading subtests scores on the corresponding Participant Questionnaire for that person. Space for recording these two scores is on the last page, bottom right hand corner.

COP SPRING SURVEY
FIELD GUIDE

INTRODUCTION

BEFORE YOU GO ANY FURTHER, PLEASE REREAD COMPLETELY THE COP FALL FIELD MANUAL.

The purpose of this effort is to:

1. Retest COP participants utilizing alternate Form B of the ABLE test and administer a more extensive Participant Questionnaire than that administered in the fall.
2. Distribute and collect self-administered questionnaires to IHE personnel, superintendents, and Project Directors.
3. Test children in both COP and non COP classes, grades I-VI, utilizing the Student Opinion Instrument. This procedure will only be carried out in five of the sixteen sites: Hartford, Asheville, Stockton, San Diego and Denver. Also distribute and collect self-administered questionnaires from the teachers of the tested classes at these sites.
4. Conduct achievement testing of students in grades I-VI at the Asheville site only.

The following materials are included in this guide:

Field Guide

1. Map of sites and site lists
2. Updated list of Project Directors
3. Communication with sites since the Fall field effort
4. Schedule for Spring field effort
5. Staff Responsibility Matrix

The following are included for use in the field:

Field Manual

Instructions for Field Staff

1. Administration of the Participant Questionnaire
2. ABLE test administration and scoring instructions
3. ABLE Handbook for test administration
4. Procedures for administering questionnaires to principals, IHE personnel, Superintendents and Project Directors
5. Procedures for administering the Student Opinion Instrument (Instructions for student achievement testing will be handled separately.)
6. Procedures for administering questionnaires to teachers (in the five student sites)

1. COP SITES: RANDOM SAMPLE BY PPS

(Approved by Program Director)

Random Number	Site #	Sample #	List#	Site	Urban/ Rural	Participant #
3754	1	2	12	San Diego, Cal.	U**	166
0842	2	3	16	Hartford, Conn.	U**	97
3106	3	5	37	Lakewood, Col.	R	63
1180	4	6	13	Stockton, Cal.	U	66
0989	2	(2R)*	12	San Diego, Cal.	( )	166
4410	5	7	58	Asheville, N.C.	U+R	76
1255	3	(3R)*	16	Hartford, Conn.	( )	97
3119	6	8	87	Charleston, W.V.	R	72
1547	7	9	20	Jacksonville, Fla.	U	133
4248	8	10	55	Las Cruces, N.M.	U	30
2352	9	11	29	Cedar Rapids, Io.	U+R	58
0449	10	12	6	Los Angeles, Cal.	U**	160
3596	11	14	44	Jackson, Miss.	U	106
5980	12	15	85	Spokane, Wash.	U	30
4605	13	16	62	Belcourt, N.D.	R	59
1956	14	18	24	Lafayette, Ga.	R	48
4515	15	19	60	Lillington, N.C.	R	57
2866	16	21	34	New Orleans, La.	R	30

*R=one repeat

**=Model Cities

RANDOMLY SELECTED SITES

2. COP PROJECT DIRECTORS

Mr. G. Worth Booth
Asheville City Schools
Box 7347
Ashville, North Carolina
(704) 254-3395

Mrs. Ophelia Boswell
Stockton Unified School District
701 North Madison
Stockton, California

Mr. William Davis
Joint County School System
4401 6th Street, S. W.
Cedar Rapids, Iowa 52401
(319) 366-7601

Mrs. Mary Heinkel
San Diego City Schools
4100 Normal Street
San Diego, California 92103

Mr. Kenneth Harrison
7900 Washington Avenue
Xavier University
New Orleans, Louisiana
(504) 486-7428

Mr. Richard H. Hunt
Kanawha County Board of Ed.
5445 Big Tyler Road
Charlestown, West Virginia 25434
(304) 776-3370

Mr. William Jones
Los Angeles Unified School District
Box 3307
Los Angeles, California 90054

Mr. John Dunn
Harnett County Schools
Box 1028
Lillington, North Carolina
(919) 893-5161

Dr. Dale Pennybaker
Jefferson County School District
809 Quail
Lakewood, Colorado
(303) 237-6971

Dr. Vito Perrone
New School of Behavioral Studies
University of North Dakota
Grand Forks, North Dakota
(701) 777-2361

Mr. Don Summers
Career Opportunities Program
500 Woodland Street
Hartford, Connecticut
(203) 566-6034

Mr. John F. Stolz
Spokane School District #81
West 825 Trent Avenue
Spokane, Washington 99201
(509) 938-8581

Mr. J. Paul Taylor
Las Cruces School District #2
301 West Amador Avenue
Las Cruces, New Mexico 88001
(505) 524-2894

Mr. Richard Wieczorek
Walker Court
South Duke Street
Lafayette, Georgia 30729
(404) 638-1240

Mr. Joseph Williams
Duval County School Board
1011 Gilmore Street
Jacksonville, Florida
(904) 398-8331

Mr. Walter E. Carr
Jackson Municipal Separate
School District
P. O. Box 2338
Jackson, Mississippi
(601) 353-3095

Field Schedule

	Mon. 4/3	Tues. 4/4	Wed. 4/5	Thurs. 4/6	Fri. 4/7	Sat. 4/8	Mon. 4/10	Tues. 4/11	Wed. 4/12	Thurs. 4/13	Fri. 4/14	Mon. 4/17	Tues. 4/18	Wed. 4/19	Thurs. 4/20	Fri. 4/21
Wendy Abt	Denver			New Mexico												
Joe Beckmann	New Orleans		Jackson													
John Doucette							Cedar Rapids									
Ken Carlson	Jacksonville			Lafayette			← Asheville →									
Roger Milnes												North Dakota			Spokane	
David Geller							Lillington					North Dakota				
John Butenas				Stockton		L. A.	San Diego									
Laura Studen	Hartford						← Asheville →									
Ricardo Millet												Charleston				
Pat Cook	Hartford															
Linda Hailey	Hartford						← Asheville →									
Denise Sadigur	Denver			Stockton			San Diego									
Lorrie Stuart	Denver			Stockton			San Diego									

5. A STAFF RESPONSIBILITY MATRIX

Site	Staff	Dates	Responsibilities
New Mexico	W. Abt	Thurs. 4/6-Fri. 4/7	1. Test sampled COP participants with ABLE and Participant Questionnaire. 2. Distribute IHE, Superintendent, Project Director Questionnaires. 3. Collect above
New Orleans	J. Beckmann	Mon. 4/3-Tues. 4/4	Same as New Mexico
Jackson, Mississippi	J. Beckmann	Wed. 4/5-Thurs. 4/6	Same as New Mexico
Cedar Rapids	J. Doucette	Mon. 4/10 Tues. 4/11	Same as New Mexico
Jacksonville, Florida	K. Carlson	Mon. 4/3-Tues. 4/4	Same as New Mexico
Lafayette, Georgia	K. Carlson	Thurs. 4/6-Fri. 4/7	Same as New Mexico
N. Dakota	R. Milnes D. Geller	Mon. 4/17-Tues. 4/18	Milnes: 1. Test sampled COP participants with ABLE and Participant Questionnaire at Fort Totten, Belcourt. 2. Distribute and collect Superintendent Questionnaire. Geller: 1. Test sampled COP participants with ABLE and Participant Questionnaire at Grand Forks. 2. Distribute and collect IHE, Project Director Questionnaires.

Staff Responsibility Matrix Cont'd

Site	Staff	Dates	Responsibilities
Spokane	R. Milnes	Thurs. 4/20-Fri. 4/21	Same as New Mexico
Los Angeles	J. Butenas	Sat. 4/8	Same as New Mexico
Charleston, West Virginia	L. Studen	Mon 4/17-Tues. 4/18	Same as New Mexico
Lillington	D. Geller	Mon. 4/10-Tues. 4/11	Same as New Mexico
SITES WITH STUDENT TESTING			
Hartford	P. Cook* L. Hailey L. Studen	Mon. 4/3-Tues. 4/4	Cook: 1. Administer ABLE and Participant Questionnaire. 2. Distribute, collect IHE, Project Director Questionnaires. 3. Assist in administration of Student Opinion Instrument(SOI). Hailey:** 1. Administer SOI to four classes in grade II. Studen: ** 1. Administer SOI to four classes in grade I.
Denver	W. Abt* D. Sadigur L. Stuart	Mon. 4/3-Tues. 4/4	Abt: 1. Administer ABLE and Participant Questionnaire. 2. Distribute, collect IHE, Project Director Questionnaires. 3. Assist in administration of Student Opinion Instrument (SOI). Sadigur:** 1. Administer SOI to four classes grade IV; two classes grade V. *** Stuart: ** 1. Administer SOI to four classes grade VI; two classes grade V.***

* Indicates Director.

** Administer Teacher Questionnaires.

*** One experimental; one control.

Staff Responsibility Matrix, Cont'd.
Sites with Student Testing

Site	Staff	Dates	Responsibilities
Stockton	J. Butenas* D. Sadigur L. Stuart	Thurs. 4/6- Fri. 4/7	Butenas: 1. Administer ABLE and Participant Questionnaire. 2. Distribute, collect IHE, Project Director Questionnaires. 3. Assist in administration of SOI. Sadigur: ** 1. Administer SOI to four classes grade I; two classes grade II. Stuart: ** 1. Administer SOI to four classes grade VI; two classes grade V.
San Diego	J. Butenas* D. Sadigur L. Stuart	Mon. 4/10- Tues. 4/11	Butenas: 1. Administer ABLE and Participant Questionnaire. 2. Distribute, collect IHE, Project Director Questionnaires. 3. Assist in administration of Student Opinion Instrument (SOI). Sadigur: ** 1. Administer SOI to four classes grade I; four classes grade II. Stuart: ** 1. Administer SOI to four classes grade III; two classes grade IV.
Asheville	K. Carlson* L. Hailey L. Studen	Mon. 4/10- Fri. 4/14	To Be Supplied

* Indicates Director

** Administer Teacher Questionnaires.

FIELD MANUAL
COP SPRING SURVEY

INSTRUCTIONS FOR FIELD STAFF

Materials

This manual includes the following materials sequenced according to use in the field:

1. Participant Questionnaire
2. Adult Basic Learning Examination (ABLE) handbook for test administration.
3. ABLE test booklet including Reading and Math subtest to be administered to COP participants.
4. Questionnaires to be self-administered to IHE personnel (COP counselors and instructors, admissions officers), Superintendents and Project Directors.
5. The Student Opinion Instrument (for administration in five sites only).

Schedule

All field testing will take place between April 3 and April 21. At the eleven sites where there will be no student testing, field staff are expected to administer the ABLE test and the Participant Questionnaire to sampled COP participants in one day per site, and in most instances to distribute and collect the self-administered questionnaires on the first day as well. The second day is to be used only as a contingency in cases where instruments could not be administered and data was not collected on the first day. As in the fall, field staff will be responsible for scoring the ABLE tests.

Hours

It is up to you to determine which hours are most convenient for testing the COP participants at your site(s). In consultation with the COP Project Director, arrive at a time which will be most suitable for COP participants and if at all possible use the same location for testing which was used in the fall.

The following sample schedule for testing with the Participant Questionnaire and the ABLE represent the situation where COP participants are free for testing in the morning only:

9:00- 9:05	Liaison man/Project Director introduces Abt staff member
9:05- 9:15	Abt staff member gives brief description of the task, an overview of the project and purposes of testing (see page
9:15- 9:30	Administration of Participant Questionnaire (15 minutes); collect questionnaires
9:30- 9:45	Instructions for ABLE reading subtest
9:45-10:42	Administration of ABLE reading subtest
10:42-11:00	Short break
11:00-11:10	Instructions for ABLE arithmetic subtest
11:10-12:00	Administration of ABLE arithmetic subtest Part B: Problem Solving (50 minutes)
12:00	Collect test booklets and thank participants for their cooperation. Assure them that they can receive their test scores by writing directly to you as before.

The total testing time (not including instructions) is 2 hours and 30 minutes. As indicated in your Handbook for Test Administration, the ABLE achievement tests include a time factor. Therefore, you must adhere as closely as possible to the time allotment for each test. The Participant Questionnaire is not a timed test, however. Therefore, you do not need to keep to a timed schedule.

Make sure that you have the following materials in sufficient numbers for all the participants:

- Stop watch or second hand
- Sign reading "Testing, Do Not Disturb" and tape to put it up on the door
- 40 pencils
- Checked to see that all IBM answer sheets have
  - the site code number on the upper right hand corner
  - space for participants to write their <u>birth date</u> instead of their names

- Checked to see that the Participant Questionnaires have:
  - the site code number on top right hand corner
  - place to record math and reading scores on bottom of last page (REMEMBER TO RECORD THESE SCORES ON THE PARTICIPANT QUESTIONNAIRE AFTER YOU HAVE CORRECTED THE ABLE TESTS!)

1. Administration of the Participant Questionnaire

Before COP participants actually complete the questionnaire, it is very important that you reacquaint them with the purposes of the study. The participants should already have a fairly thorough overview of what the study is about from your fall visit. However, you should not assume that all participants recall all the details you previously covered. Therefore, go over the main points listed below making sure to explain things clearly and to elicit questions when you have finished.

- Why they (the group you are testing) are being tested;
- Why they are being tested for a second time;
- How the results are going to be used; and
- That we are not concerned with comparing participants against each other. We are interested in the scores of the group as a whole to see if they have changed over the course of the year. Explain that this will be the last testing.

Be certain to establish that this testing session is almost identical to the one in the Fall. It is most important that the participants do not feel anxious about the fact that they are being tested. You should remind the participants that the Project Director will not find out about their scores and that no one but Abt staff will see individual tests. We assume that there will already be some test anxiety among participants as a result of bad testing experiences in public school. Therefore, every attempt should be made to make them feel at ease with you and the testing situation at hand.

When you read the Participant Questionnaire you will note that there is little room for misinterpretation. It has been constructed to be as straightforward as possible, thereby making your task quite simple.

Steps in Administering the Participant Questionnaire

1. Introduce yourself and the study. The following paragraph might be useful in deciding what to say:

> "Hi! My name is _____. I'm from Abt Associates Inc., a research firm in Cambridge, Mass. Some of you may remember me from my visit here last fall. As you may remember, we are presently working with the Office of Education to see what kind of impact the COP program has had on you as participants, the students you teach, and the colleges you attend. My purpose here today is to gather the same kinds of information about you that I did in October. I will give you a questionnaire to answer and a reading and math test. I want to emphasize, though, that none of these tests have been or will be used by anyone but the Abt Associates staff. In other workds, none of your professors or teachers, and not even Mr. _____ (the Project Director) will ever find out how you did on these tests or the tests given in October. No one will ever see a test with a name on it. If a test has to be used by someone who knows you personally, they will have no way of knowing which test is yours. I want to make sure you understand this.
>
> "As I mentioned during the test you took in October, this kind of evaluation is required by the heads of COP in Washington, D. C. They want to know how well you are doing as a group, not as individuals. The results of these tests are very important to the future of the program--so please bear with us for this final testing. By looking at the scores from October and the scores we get today, we hope to reach some conclusions about the COP program. Would anyone like to ask any questions before we begin?"

2. Hand out Questionnaire.
3. Ask the participants to write the date of their birth in the upper right hand corner. Indicate that they should write the month first, day second and year last.
4. Ask them to complete each question and raise their hands if there is an unclear question at any point.
5. Begin test.
6. End test when everyone has completed the Questionnaire.
7. Ask participants to make sure that their birthdates are in the upper right hand corner of the test.
8. Collect the Questionnaires and put them away.

After Administration of the Participant Questionnaire

Collect all the questionnaires. During the administration of the first ABLE test, check to make sure that no two people have the same birthdates (on the Participant Questionnaire). This is a most important step. If two or more people have the same date of birth, ask them to come up to you and to put their social security numbers (or if they are unavailable, their license numbers or some form of identification to distinguish them) next to their birth dates so that we can tell them apart.

2. Administration of the ABLE Test and Scoring Instructions

Although the ABLE includes tests of Vocabulary, Spelling, Reading, Arithmetic Compuation and Arithmetic Problem Sovling, for the purpose of this study we will only use the Reading Test (both Paragraphs and Newspaper) and the Arithmetic Problem Solving Test. You will notice that the test booklet is stapled closed from pp. 1-8 and from pp. 19-24 to minimize confusion about which pages to fill, which test is being taken, etc.

The ABLE Handbook for Test Administration provides all the instructions and special considerations you will need to know about and tell participants during test administration. It is important--albeit, painful--to say the directions (the darkened lettering) just as they have been written. Although they are by no means written with style or even humor, they cover all the salient points which need to be mentioned and are an integral part of test reliability.

Be sure to:

- speak loudly enough so that everyone can hear you;
- read the instructions slowly and encourage questions;
- if any directions seem ambiguous to you be sure to explain it in full in your own words; and
- try as much as possible to maintain eye contact.

Steps in Adminstering the ABLE Tests

1. Post a sign on the door reading, "TESTING, DO NOT DISTURB" (prepare one and bring thumb tacks or tape).
2. Be sure to have your own blank copy of the test booklet and answer sheet to use for demonstration.
3. Remind participants that you are not concerned with individual scores on the two tests they will be taking, the Reading and Math tests. You are interested in the total scores of the group. The tests will not be seen or be used by anyone else but Abt Associates staff. Anyone else WILL NOT SEE THEIR TESTS with their names on them. If any individual tests are seen, the names will be crossed off.
4. Distribute pencils and tests, reminding participants not to open them until instructed to do so.
5. Explain that the first test will be a Reading test.
6. Begin instructions.
7. Display the answer sheet or test booklet as much as possible--the more the better. People often have difficulty finding pages, numbers on the page, etc.
8. Begin test. *

   Reading Test: Paragraph Section

   Start: 9:45
   Finish: 10:42
   Time left: 23 minutes (post time every 10 minutes)
9. End Paragraph section EXACTLY FORTY MINUTES FROM THE START OF TESTING.
10. Read instructions for Newspaper section.
11. Begin Newspaper section (note timed reading in this section).
12. End Newspaper sections EXACTLY SEVENTEEN MINUTES FROM THE START OF TESTING.
13. Collect materials.
14. Take a short break.
15. Re-distribute materials when participants are seated.
16. Read instructions for Arithmetic test (#4: Part Be Problem Solving).
17. Begin test.
18. End test EXACTLY FIFTY MINUTES FROM START OF TESTING
19. Collect materials.
20. Thank group for their help.

* Staff may use "watch-restart" method in giving the ABLE, i.e., start watch on the hour for each section. This is an easy way to keep time.

Scoring Instructions

Abt Associates field staff will be responsible for scoring the two ABLE subtests--not the Participant Questionnaire. The COP participants will record their answers on an IBM sheet (not in the test booklets) which is scored quite easily by placing an answer key (which will be provided) directly on top of the answer sheet and marking the slots with a colored pencil. Raw scores for each subtest are arrived at by simply counting the number of correct responses and recording them at the bottom of each participant's IBM sheet.

When each ABLE test has been scored with the Answer Key supplied to you, please record the ABLE Math and Reading subtest scores on the corresponding Participant Questionnaire for that person. Space for recording these two scores is on the last page, bottom right hand corner.

3. Administration of the Teacher Questionnaire

The self-administered Teacher Questionnaire will be given only to those teachers in whose classrooms the Student Opinion Instrument is fielded. The questionnaire, which takes approximately 10 minutes to complete, will be given to the teachers while their students are being tested.

Level III

ABLE

Handbook

BJORN KARLSEN

RICHARD MADDEN

ERIC F. GARDNER

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DESCRIPTION OF THE EXAMINATION

The *Adult Basic Learning Examination* (ABLE) is a battery of tests designed to measure the level of educational achievement among adults. Although the examination is designed for use with adults and consists of items with adult content, it may be used to assess achievement as low as primary-grade level. ABLE was developed to fill the need for an instrument to determine the general educational level of adults who have not completed formal twelfth-grade education, as well as for use in evaluating efforts to raise the educational level of such adults.

The examination was developed in consultation with a variety of people working with the many facets of adult education, and was written in accordance with the following general guidelines:

1. Test content which is perceived as meaningful and useful to adults, and which is meaningful from the standpoint of curricular validity
2. Measurement of achievement from the primary grades through the secondary level
3. Realistic format which makes test taking more acceptable to the adult
4. Coverage of only the fundamental areas, thus keeping overall testing time as short as possible
5. Ease of administration for teachers with relatively limited experience in testing

In order to cover as much as twelve years of school achievement, it was necessary to develop three batteries: Level I (Grades 1-4), Level II (Grades 5-8), and Level III (Grades 9-12). At each level, ABLE includes the following tests:

Vocabulary Reading Spelling Arithmetic

At each level, there are two forms available, Form A and Form B, which are comparable in content, format, and level of difficulty. These two forms may be alternated when re-evaluation or periodic testing is desired.

All tests at Levels I and II are essentially without time limits. At Level III, all tests (except Vocabulary, which is dictated) are time-limit tests; the time limits, however, are provided for administrative convenience rather than for the purpose of placing any premium upon speed. The time limits in all cases are generous, and are calculated to give practically all students sufficient time to attempt all questions which they are capable of answering. Thus, the *Adult Basic Learning Examination* (ABLE), at all levels, may be considered as fundamentally a power test.

ABLE will reveal the relative strengths and weaknesses of an individual from one content area to another, but it was not designed to diagnose in depth what specific problems a student has within each subject area. For example, it might be revealed that a student's achievement level is considerably lower in arithmetic than in other areas measured, but it cannot be determined if this is due to a lack of understanding of multiplication of fractions, long division, placement of decimal points, etc.

The response mode of ABLE Levels I and II varies with each particular test because the multiple-choice type of item was not always considered suitable for adults at these levels. At Level III, all questions are designed in the multiple-choice format and separate answer sheets are used, since adults who have reached that level of scholastic achievement are generally capable of handling such a format.

Descriptions of the purposes and characteristics of each test at Level III follow.

Reading

The reading test (60 items) determines how well the student can understand paragraphs and news items which he reads. The reading material contains a great variety of content, with heavy emphasis on the everyday life of adults. The first part of the test (45 items) includes paragraphs of varying length and complexity. Each paragraph is followed by a series of multiple-choice questions designed to test the student's ability not only to comprehend what is explicit in the material but also to make inferences and draw generalizations from what is given. The second part of the test is a newspaper reading section. The student is given five minutes to read a facsimile of a newspaper's front page. He is then required to answer 15 multiple-choice questions which measure his ability both to recall specific information and to form conclusions from what he has read. The test format prevents the student's rereading the news items while he is answering the questions.

Arithmetic

To obtain valid measurement of the student's arithmetic ability, ABLE includes separate arithmetic computation and arithmetic problem solving subtests. Although the two are administered and scored separately, the scores are usually combined for a total arithmetic score. Together the subtests determine the overall arithmetic achievement of each student and give an indication of the relative strength of the two areas sampled.

Arithmetic computation (Part A) includes 42 multiple-choice arithmetic problems testing basic numerical competence. Arithmetic problem solving (Part B) tests practical application of these computations in the solution of 42 realistic adult problems. The vocabulary level has been kept below that of the reading test.

GENERAL DIRECTIONS FOR ADMINISTERING

The examiner should become thoroughly familiar with all the following directions before attempting to administer the examination. It is suggested that, if possible, the examiner first "administer" the test to another adult (for example, to a colleague on the staff) in order to make sure the procedures to be used are clear in his mind.

1. Before beginning any test, the examiner should see that each student has adequate, well-lighted work space and that he has one or two sharpened pencils and a good eraser. A supply of extra pencils should be on hand. Scratch paper should be available for use in the arithmetic test.

2. When administering the test, the examiner should have a blank copy of the test booklet and of the answer sheet to be used for demonstration, along with a copy of this Handbook.

3. A normal class atmosphere should be maintained insofar as that is possible. Every effort should be made to present the testing procedure in a non-threatening manner.

4. Students should be seated in such a way that they can all hear the examiner as he dictates Test 1: Vocabulary. Furthermore, every attempt should be made to seat students so as to reduce any temptation to look at each other's papers.

5. Provision should be made to ensure quiet and freedom from interruptions of any kind. This may be accomplished by posting on the door of the room a sign reading, "Testing. Do Not Disturb."

6. The examiner should make sure that all students understand what they are to do in each test and how they are to record their answers. This can best be done by reading the directions verbatim and supplementing them with explanations as questions from the students indicate need. Allow sufficient time for all students to ask questions. When doing this, the examiner should never give help on specific test items, but may fully clarify instructions. After a test has been started, the examiner should move quietly around the room to see that instructions are being followed. When they are not, the examiner should clarify the directions for the individual student but should not disturb the entire group, unless the misunderstanding seems general.

7. It cannot be overemphasized that students *must use pencils, not pens* in recording their answers. In part, this stems from the fact that the answer sheets are designed for use in a machine which "reads" the carbon in the mark of a pencil. More important, however, is the comparative ease of changing answers when they are in pencil. Students should be told that they are free to change answers if they wish, but that they should be sure to erase the first marks completely.

8. It has been noted in several research studies that adults' reactions to the testing situation are qualitatively different from those of schoolchildren. This is particularly noticeable in regard to guessing. The raw score for each test of ABLE is the number right; there is no "correction for guessing" formula to be applied. All students should be encouraged to try questions, even when they are not positive of the correct answer. They should also be alerted to the possibility that there may be questions they cannot answer and that this should not worry them.

9. The tests in the booklet should *not* all be given in one day. UNDER NO CONDITIONS should a test be started unless sufficient time is available to finish it. Following is the suggested time schedule.

Level III

Recommended Schedule

Sitting	Test		Testing Time
1st	Test 3: Reading	paragraphs	40 min.
		newspaper	17 min.
2nd	Test 4: Arithmetic Part B: Problem Solving		50 min.

10. It should be noted that the time limits set for these tests are generous and that most students will be able to complete the tests in the time allotted. However, in order to provide for accurate measurement of achievement, the examiner *must* adhere strictly to the time limits. A stopwatch or a watch with a second hand should be used in order to guarantee accuracy of time. It is advisable to record starting times in such a way that the students may refer to them as well.

SPECIFIC DIRECTIONS FOR ADMINISTERING

To prepare for test administration, SAY TO THE STUDENTS:

> **I am going to give each of you an answer sheet on which you will be marking your answers to the ABLE tests. When you get your answer sheet, please do not write on it until I tell you to do so.**

Give an answer sheet to each student. THEN SAY:

> **Turn your answer sheet so that the side with the SAMPLE QUESTIONS box is facing up.**

Demonstrate. THEN SAY:

> **Find the place where it says name and write your name, LAST NAME FIRST.** (Pause) **Then, fill in today's date, ...**

Pause. Then continue. SAY:

> **On the next line, fill in the name of this program, ...,**
> **the class, ...,** and your teacher's name, ...

In each case, give students the titles you wish them to use. (If your students are using IBM 1230 answer sheets, direct them to turn the answer sheet over and fill in their names on the reverse side as well.)

> If answer sheets are to be hand scored, continue using directions below. If answer sheets are to coded for machine scoring, turn to page 48 for further instructions.

NOW SAY TO THE STUDENTS:

> **Before we begin the actual test, we will try some sample questions to make sure you know how to use this answer sheet. In the box marked SAMPLE QUESTIONS is a short paragraph followed by two questions. Note that each answer choice has a number beside it. At the bottom of the box are the answer spaces for the questions, A and B. For each question there are answer spaces, numbered the same way as the possible answers to that question. First, read the sample paragraph. Then, read Sample Question A. When you have chosen the best answer for the question, look at the answer spaces for that question, find the space with the same number as your answer, and make a heavy black mark with your pencil in the answer space under that number. Does everyone understand how you will mark your answers on this answer sheet?**

Reword the explanation if this seems necessary. When these instructions are clear, SAY:

> **Will you all read the sample paragraph now and answer the two questions which follow it.**

While the students are answering these questions, the examiner should circulate, checking that students are marking their answers in the correct manner. When all students have had an opportunity to complete the samples, SAY:

> **The correct answer for Sample A is 2, detergents are used instead of SOAP. For Sample B, the correct answer is 7, soap forms insoluble substances in HARD WATER. Does everyone understand how to use the answer sheet?**

Reply to any questions raised at this time. When all students are ready to begin the test, hand out the ABLE booklets. THEN SAY:

> **Look at the cover of your ABLE III test booklet and note the letter of the form, A or B. Then, on your answer sheet, find the place where it says, "Form A or B (circle one)." Circle the letter of the form you are taking.**

When all students have marked the form (on 1230 answer sheets, the form must be marked on both sides), SAY TO THE STUDENTS:

> **Now listen carefully to what I tell you. You should try to do your best in each part of this booklet. Don't be afraid to mark an answer you think is right, even if you are not absolutely sure. Do not begin until I tell you to and whenever I say STOP, put your pencil down right away. If you break your pencil, hold up your hand and I will give you another. After we have begun, you must not ask questions.**

TEST 3: READING

> *NOTE:* Use the following directions for both forms of the test — A and B.
>
> **Now, on your answer sheet, find the spaces that go with the Reading Test.**

See that all do this. THEN SAY:

> **Open your booklet to Test 3: Reading, which starts on page 8. This is a test to see how well you follow a thought and understand what you read. Look at the top of page 8 of your test booklet where it says, "DIRECTIONS."**
>
> **The directions tell you what to do. They say, "Read each paragraph below; then read the questions which follow it. Decide which word or phrase BEST answers each question about the paragraph. Then, on your answer sheet, fill in the space which has the same number as the answer you have chosen." Let's read the sample paragraph together. It says:**
>
> > **The swordfish, a large ocean fish, is surely king of the sea. Some specimens have weighed as much as 800 pounds and measured 15 feet long. The swordfish has fantastic speed and a long, terrible sword which is in reality a long, flattened upper jaw.**
>
> **Under the story are two questions. Question A reads:**
>
> **The swordfish's sword is part of his —**
>
> **1 head 2 spine 3 tail 4 fin**
>
> **Which word finishes the sentence best?**

Pause. Encourage replies.

Yes. The sword is part of his HEAD. Notice the number of the correct answer, 1, has been marked on your answer sheet for Sample A. Now read Sample Question B. Decide which is the best answer and mark its number on your answer sheet.

Pause.

Did you mark number 7, the number for "THE SWORDFISH"? Good. Now, does everyone understand what he is to do? You will have 40 minutes to work on pages 8-15. If you finish page 15 before I say STOP, you may go back and check your answers on this part of the test, but do *not* go beyond page 15 or work on any other test.

Pause.

READY — BEGIN WORKING.

Record the starting time. After 40 minutes, SAY:

STOP! Close your booklets and put your pencils down.

THEN SAY:

Now, we are going to try a different kind of reading — reading and understanding articles in a newspaper. When I say BEGIN you will have 5 minutes to read and study a newspaper page. When the 5 minutes are up, you will turn to another part of the booklet and answer questions on the articles you have read. Once you have turned to the questions, you will not be able to look back at the paper itself. Now open your booklet again and find pages 16 and 17. Turn your booklet upside down so that you can read the print. Leave your booklet open flat to read the pages. BEGIN WORKING.

Begin timing the 5 minutes. At the end of 4 minutes, SAY:

You have 1 minute left to finish reading this page.

At the end of exactly 5 minutes, SAY:

Turn your booklet the other way up again and turn to pages 18 and 19. Mark your answers as before, beginning with question 46. You will have 12 minutes to work on the 15 questions about the newspaper. *Do not look back to the articles themselves.* BEGIN WORK.

Record starting time. After 12 minutes, SAY:

STOP! Close your booklets and put your pencils down.

If further testing is planned for this session, give the students a rest break of about 10 minutes. If no further testing is to be done at this time, collect all test booklets and answer sheets immediately.

TEST 4: ARITHMETIC — Part B: Problem Solving

NOTE: Use the following directions for both forms of the test — A and B.

Before distributing the test booklets and answer sheets, SAY:

> **I am going to give you your ABLE materials again. Please do not open the test booklet or make any marks until I tell you to do so.**

Hand out the answer sheets and test booklets, making sure each student has his own materials. See also that each student has sufficient scratch paper for figuring. THEN SAY:

> **Open your booklet to Test 4: Arithmetic, Part B: Problem Solving, which begins on page 24 of your test booklet; then find the part of your answer sheet which goes with this test.**

When all students are ready to begin, SAY:

> **This is an exercise to measure your skill in solving everyday problems using numbers. Look at the top of page 24 where it says, "DIRECTIONS." They read, "Work each problem. When you have your answer, look at the possible choices listed in the test booklet to see if your answer is given. If it is, mark the space on your answer sheet that has the same letter as your answer. If you do *not* find your answer, mark the space for NG (not given)." Does everyone understand what to do?**

Pause. Clarify directions in your own words if necessary. THEN SAY:

> **You are to do all your figuring on scratch paper. Do *not* do any of your work in the test booklet or on the answer sheet. Let's try some samples to give you some practice in doing these problems. Find Sample A at the top of page 24. It says:**
>
> > **What will your earnings be for a 40-hour week if you earn $2.00 an hour?**
> >
> > **a $40 b $46 c $50 d $80 e NG**
>
> **What will your earnings be?** (Pause).
>
> **Yes, $80 because 40 times $2.00 is $80. The answer $80 is marked with the letter d in your booklet, so letter d has been marked correctly for Sample A. Now try Sample B.** (Pause).
>
> **There are 12 square yards in the rug, so which letter did you mark? Right. 12 is not given as a choice, so NG is the correct answer. Its letter is j, so you should mark the j on your answer sheet. Are there any questions? When I say BEGIN, do as many problems as you can. You will have 50 minutes to finish the test. If you finish the test before I say STOP, you may go back and check your answers on this part of the test, but do *not* go back to any other part of the test. READY — BEGIN WORK.**

Record the starting time. After 50 minutes, SAY:

> **STOP! Close your booklets and put down your pencils.**

Collect all test booklets and answer sheets immediately.

4. Procedures for Administering Questionnaires to Principals, IHE Personnel, Superintendents and Project Directors

Each Project Director has submitted to us the names of Principals of schools where COP participants are placed, names of IHE personnel who teach/counsel/administer the COP program, and the Superintendent's names for their individual sites. Except for the Principal's Questionnaire, which will be handled separately and is described in the following paragraph, you are responsible for distributing and collecting the appropriate number of IHE, Superintendent and Project Director Questionnaires for your individual site(s).

Because of the large number of Principals at each site who have COP aides in their schools and the resultant difficulty in having a field person shuttle between many schools during a two-day field visit, the logistics of administering the Principal Questionnaire at all sixteen sites will be handled by the Field Supervisor via the U.S. mails. For your own information and in the event that the Project Director asks you specific questions, the procedure for administering the Principal Questionnaire will be as follows:

Project Directors will receive a letter informing them of the change in plans in administering the Principal Questionnaire, as follows:

a. Subsequent to OMB clearance, Project Directors will be sent the appropriate number of Principal Questionnaires for their site, each of which will have a Principal's name on it.

b. Project Directors will be responsible for calling or contacting each Principal to inform him of the COP study objectives at his sites and to elicit his cooperation in filling out a 10 minute self-administered questionnaire.

c. Principals will fill out the Questionnaire which has been mailed/dropped off by the Project Director, and return it to Abt with the stamped, Abt-addressed envelop which has been provided for them.

d. In the event that questionnaires have not been returned by the time of the field visit, the Abt field staff in charge of data collection for that site will collect that questionnaires.

IHE, Superintendent and Project Director Questionnaire Administration

First priority in terms of "what gets done when" should be given to finding a suitable time to test the COP participants with the ABLE and the Participant Questionnaire. Distribution of the IHE, Superintendent and Project Director Questionnaires should be scheduled around the testing of COP participants--preferably with distribution in the morning and collection in the afternoon. For example, if you are scheduled to test the COP participants at 1:00 p.m., you will have plenty of time to drop off the questionnaires and talk with the respondents about the study in the morning. At 3:00 p.m., when the testing is finished, you should have ample time to pick up the completed questionnaires, thank people for their participation in the study, etc. On the other hand, if testing is scheduled to take place in the early morning, you should have time to get the questionnaires to the appropriate people before lunch and pick them up again in the late afternoon. In either case, be sure to tell the respondent approximately when you will return to pick up the completed instrument, and find out who will be waiting for you to pick it up if he will be out of his office.

Therefore, the procedure for administering the IHE, Superintendent* and Project Director Questionnaires can be sequenced as follows:

1. The Project Director should accompany you on your rounds to distribute all questionnaires. When you have located a respondent (e.g., College Admissions Officer), introduce yourself and the study. The following description may be of use:

"Abt Associates is presently conducting an impact evaluation on eight Bureau of Education Personnel Development Programs, including COP for the Office of Education in Washington, D.C. We are studying the impact of COP on participants, students and institutions across the country in order to determine whether COP is achieving its goal. We have designed this 10 minute, self-administered questionnaire to assess what impact COP has had on admissions policies at _____ University. I recognize that you must be very busy; we have purposely made the instrument very straight-forward and easy to complete for just that reason."

* In a few sites the number of superintendents is so large that a procedure identical with that for principals will be used. The staff members of these sites will be individually informed of this prior to entry into the field.

2. Arrange for a return time and be sure to find out who will have the questionnaire if the respondent will be busy, out of the office, etc.

3. Return at appropriate time and thank the respondent for his participation in the study. Assure him that if he is interested in the results that the Project Director will receive a copy of the final report which will be accessible to everyone at the site.

5. Procedures for Administering the Student Opinion Instrument in the Five Sites

The purpose of the Student Opinion Instrument is to assess whether there is a difference in student attitudes toward school in classes with COP aides in them as compared to classes which do not have COP aides in grades I-VI.

The instrument which you will be fielding has been pre-tested. The final procedure for administering the instrument (see following page) has been tested and revised three times and represents what we feel is the best way to present the test to children. It is most important for standardization purposes that the instructions given to students be identical between classes.

The procedure for administering the Student Opinion Instrument is as follows:

1. Introduce yourself to the teacher (who will already be alerted that you are coming and will have received a thorough letter explaining the purposes of the testing and the study as a whole).

2. If desks have not been arranged in rows be sure to remind the teacher that this must be done before testing begins.

3. After you have been introduced to the students, begin the instructions using the large cardboard FACE chart.

4. When listing the items, be sure to pause no less than 15 seconds between them. If students seem restless speed up the process but be sure not to rush them. Ask students to look up at you when they have finished marking the appropriate face.

5. Collect response forms and be sure to immediately insert them in an envelop with name of the teacher, grade and school for each class you test.

Procedure for Spring Attitude Instrument

Required Steps and Procedures

1. Test booklets are not handed out until description of test and initial instructions are given.
2. Students must be lined up in rows.
3. Teachers are to circulate during the first page but then must move to a far corner of the room.
4. Smile at the children and do whatever seems appropriate to relax them.
5. Get the children to work with you during instructions.
6. When reading the list, preface each item with "How do you feel about/when?"
7. Give a full 25-30 seconds per item. Don't rush!

"I think you will like what we are going to do today. You'll tell me when we're finished, okay?

Here is a picture of faces. Some faces are happy; some faces are sad. Here is a happy face and here is another happy face. Which face is the happiest?

Show me a face that is sad. Show me another face that is sad. Which face is the saddest?

What is this face? It is a face that is neither happy nor sad. It is in-between! Okay, once more--what kind of face is this? This? This? (etc.)

Good. Now you know what each face means. This is what we are going to do. Pretty soon I am going to hand out some booklets that have these faces in them. They will look like this... (hold one up)... This is what I want you to do. I will read a list of things to you. When I read one, I want you to draw a line through the face that shows best how you fee. Suppose I said, 'taking a bath'... (point each time and draw a line through the appropriate face)... Some of you like a bath a lot or a little. Some of you don't care. Some of you hate taking a bath a lot or a little.

(Hand out papers)... When you get your papers, please do not write your name. What we do want to know is whether you are a girl or a boy. Write a G if you are a girl. Write a B if you are a boy. Put the letter here... (point)..next to Page 1. Do that now. All done?

There is one thing that is very important. We only want to know how you yourself think. There are no wrong or right answers. Your ideas are as good as anyone else's. The only good answer is the one that you think is right. But we want your own ideas on the paper. Don't call it out!

I think you will find this fun to do. Let's try it, okay? The first set of faces is next to the letter 'A'. Draw a line through the face that tells best how you feel when i say, 'ice cream' (A).

Good. Now the next set of faces is next to 'B'...

"How do you feel about..."

B. The Mailman
C. Going to bed
D. How well you play games
E. Yourself
F. The other children in your class
G. If you have to stay home from school
H. Your teacher
I. Standing in front of the class
J. Spelling
K. If your teacher didn't come to school tomorrow
L. Liver
M. When you look in a mirror
N. If a new child joins your class
O. School

The following item appears on instruments for use in classes with COP aides only:

P. Your teacher's aide

4.0 Correspondence with Project Directors

This section includes specimen letters of correspondence with Project Directors in arranging both Fall and Spring field efforts. Also included are the materials related to the 14 September 1971 Washington, D.C. Project Directors Conference and those regarding the SEA telephone survey. All materials are presented in chronological order.

LETTER SENT TO ALL STATE EDUCATION AGENCIES

ABT ASSOCIATES INC.
55 WHEELER STREET, CAMBRIDGE, MASSACHUSETTS 02138
TELEPHONE • AREA 617-492-7100
TELEX: 710-320-6367

September 14, 1971

Dear Sir:

Abt Associates Inc. is a social science research firm located in Cambridge, Massachusetts. At present, we are under contract to the Federal Office of Education to conduct a telephone survey of each State Education Department's Certification Division to find out what changes have taken place in teacher certification policy over the past two years.

We sincerely hope that you will cooperate with our efforts by responding to a short telephone interview in early October. To shorten the time necessary for us to contact the person within your organization who is best acquainted with certification policy (Director of Teacher Placement and Certification, Commissioner of Certification, or whatever the title is in your state), we would greatly appreciate your filling out the enclosed post card and sending it on to us.

Thank you very much for your assistance.

Sincerely,

Patricia Cook

Patricia Cook
Field Coordinator

SEA INTERVIEW CALL RECORD

STATE	DIRECTOR/TITLE/ADDRESS	PHONE#	# CALLS MADE	DATE INTERVIEW COMPLETED
Alabama	Anita King, Supervisor Teacher Certification State Department of Education Montgomery, Ala. 36104	(205) 269-7542	2	November 3, 1971
Alaska	Roberta I. Dowell, Coordinator Teacher Education & Certification State of Alaska Dept. of Education Pouch F Juneau, Alaska 99801	(907) 586-5486	3	November 10
Arizona	John A. Freestone Director of Certification 1700 W. Washington Street State Capitol Building, Suite 165 Phoenix, Arizona 85007	(602) 271-4900	1	November 2
Arkansas	Austin Z. Hanner, Coordinator State Department of Education Little Rock, Arkansas 72201	(501) 371-1461	2	November 2
California	George Gustafson Executive Secretary Commission for Teacher Preparation and Licensing 1020-O Street Sacramento, California 95814	(916) 445-0184	4	November 5
Colorado	Otto G. Ruff, Ph. D., Supervisor Teacher Education and Certification Colorado Department of Education 201 E. Colfax Denver, Colorado 80203	(303) 892-3075	2	November 1

STATE	DIRECTOR/TITLE/ADDRESS	PHONE #	# CALLS MADE	DATE INTERVIEW COMPLETED
Connecticut	Peter L. Lopresti, Chief Bureau of Teacher Preparation and Certification State Department of Education 165 Capitol Avenue, Box 2219 Hartford, Conn. 06115	(203) 566-3673	3	November 8
Delaware	Eugene N. Dailey Supervisor of Certification State Dept. of Public Instruction John G. Townsend Building Dover, Delaware 19901	(302) 678-4686	1	November 1
District of Columbia	Betty Wilson Personnel Staffing Specialist	(202) 737-0837	1	November 2
Florida	Elizabeth Poag Administrative Assistant, Teacher Certification Department of Education Tallahassee, Florida 32304	(904) 599-5721 599-5722	3	November 5
Georgia	Ted R. Owens Associate Director Teacher Certification Services 229 State Office Building Atlanta, Georgia 30344	(404) 656-2406	2	November 3

STATE	DIRECTOR/TITLE/ADDRESS	PHONE #	# CALLS MADE	DATE INTERVIEW COMPLETED
Hawaii	Charles Kitaoka Administrator Employment Department of Education P.O. Box 2360 Honolulu, Hawaii 96804	(808) 548-4686	2	November 3
Idaho	Dorcey S. Riggs, Director Teacher Certification & Related Services State Office Building Boise, Idaho 83707	(208) 384-3475	1	November 1
Illinois	Vito C. Bianco Assistant Superintendent 212 E. Monroe Springfield, Illinois 62706	(217) 525-3774	5	November 5
Indiana	Anne Patterson Assistant Director of Teacher Education and Certification Room 232 State House Indianapolis, Ind. 46204	(317) 633-4759	2	November 4
Iowa	Orrin Nearhoof, Director Teacher Education and Certification Iowa Dept. of Public Instruction Grimes State Office Building Des Moines, Iowa 50319	(515) 281-3245	2	November 5
Kansas	Harry Dean, Director Teacher Certification 120 E. 10th Topeka, Kansas 66612	(913) 296-2288	1	November 15

STATE	DIRECTOR/TITLE/ADDRESS	PHONE #	# CALLS MADE	DATE INTERVIEW COMPLETED
Kentucky	Sidney Simandle, Director Division of Teacher Education and Certification State Department of Education Frankfort, Kentucky 40601	(502) 564-4606	2	November 3
Louisiana	James DeLee, Ph. D., Director Teacher Education, Certification and Placement P.O. Box 44064 Baton Rouge, La. 70804	(504) 389-6915	6	November 15
Maine	Wilfrid Morin, Director Bureau of Professional Services State Department of Education Augusta, Maine 04330	(207) 289-2441	2	November 3
Maryland	Eleanor Rice Assistant Director of Education State Department of Education Baltimore, Md. 21201	(301) 383-3323	3	November 3
Massachusetts	David L. Fitzpatrick, Director Teacher Certification and Placement State Department of Education 182 Tremont Street Boston, Mass. 02111	(617) 727-5726	6	Not yet completed
Michigan	Lee B. Lonsberry, Supervisor Teacher Certification State Department of Education 1020 S. Washington Avenue Lansing, Michigan 48902	(517) 373-3310	2	November 3

STATE	DIRECTOR/TITLE/ADDRESS	PHONE #	# CALLS MADE	DATE INTERVIEW COMPLETED
Minnesota	George Droubie, Director Teacher Certification State Department of Education Capitol Square, St. Paul, Minn. 55101	(612) 271-2046	1	November 3
Mississippi	Russell J. Crider, Ph.D. Supervisor Teacher Certification State Department of Education Jackson, Miss. 39205	(601) 354-6869	2	November 5
Missouri	Paul Greene, Ph.D., Director of Teacher Education and Certification State Department of Education Jefferson City, Mo. 65101	(314) 635-8125	2	November 12
Montana	John P. Sostrom, Supervisor Teacher Education and Certification The Office of the Superintendent of Public Instruction Helena, Montana 59601	(406) 3150	1	November 1
Nebraska	D. G. Hayek, Administrator Teacher Certification State Department of Certification 233 South 10th Street Lincoln, Nebraska 68509	(402) 471-2496 471-2497	3	November 3
Nevada	Helen Hughes, Supervisor Teacher Certification State Department of Education Carson City, Nevada 89701	(702) 882-7324	3	November 2

STATE	DIRECTOR/TITLE/ADDRESS	PHONE #	# CALLS MADE	DATE INTERVIEW COMPLETED
New Hampshire	Harvey Harkness Director of Teacher Education State Department of Education Concord, New Hampshire 03301	(603) 271-2407	2	November 1
New Jersey	C. K. Moore, Assistant Director Office of Teacher Education and Placement State Department of Education 225 W. State Street Trenton, New Jersey 08625	(609) 292-4477	2	November 1
New Mexico	Helen M. Westcott Certification Officer State Department of Education Santa Fe, N. M. 87501	(505) 827-2892	3	November 2
New York	Charles C. Mackey, Jr. Associate in Teacher Certification State Education Department 99 Washington Avenue Albany, New York 12224	(518) 474-6440	7	November 11
North Carolina	J. Arthur Taylor Assistant Director for Certification State Dept. of Public Instruction Raleigh, N. C. 27602	(919) 829-4125	1	November 2
North Dakota	Raymond W. Bangs Administrative Assistant State Capitol Bismark, N. D. 58501	(701) 224-2264	1	November 3

STATE	DIRECTOR/TITLE/ADDRESS	PHONE #	# CALLS MADE	DATE INTERVIEW COMPLETED
Ohio	B.C. Miller Supervisor of Certification State Department of Education Columbus, Ohio 43215	(614) 469-3593	1	November 5
Oklahoma	Ronald Carpenter, Administrator Section of Teacher Education and Certification Room 110--State Capitol Oklahoma City, Okla. 73105	(405) 521-3337	3	November 5
Oregon	Grant J. Mills, Director of Teacher Education and Certification Oregon Board of Education 942 Lancaster Drive, N.E. Salem, Oregon 97310	(503) 378-3586	5	November 5
Pennsylvania	William Charlesworth, Ph.D. Director, Teacher Certification State Department of Education 201 Education Building Harrisburg, Penna. 17126	(717) 787-5105	5	November 5
Puerto Rico	Magali Grajales, Director Teaching Personnel Department of Education Hato Rey, P.R. 00919	(809) 766-3313	3	November 5
Rhode Island	Marilyn P. Horman Acting Coordinator Teacher Certification Rhode Island Dept. of Education Roger Williams Building Providence, R.I. 02908	(401) 277-2675	1	November 1

STATE	DIRECTOR/TITLE/ADDRESS	PHONE #	# CALLS MADE	DATE INTERVIEW COMPLETED
Vermont	Ingrid Wachernagel Certification Officer State Department of Education Montpelier, Vermont 05602	(802) 223-2311	4	November 8
Virginia	A. Gordon Brooks, Director Division Teacher Education State Board of Education 9th Street State Office Building Richmond, Virginia 23216	(703) 770-2627 770-2628	4	November 5
Washington	Wendell C. Allen Assistant Superintendent for Teacher Education and Certification Department of Public Instruction P.O. Box 527 Olympia, Washington 98504	(206) 753-6716	1	November 1
West Virginia	Thomas McGlinnis, Jr. Director of Certification State Department of Education Charleston, W.V. 25305	(304) 348-2696 348-2697	1	November 1
Wisconsin	Albert Moldenhauer, Program Administrator Teacher Certification Wisconsin Dept. of Public Instruction 126 Langdon Street Madison, Wis. 53702	(608) 266-7378	4	November 5
Wyoming	Elmer L. Burkhard, Director Division of Certification & Placement State Department of Education Capitol Building Cheyenne, Wyoming 82001	(307) 777-7291	1	November 2

STATE	DIRECTOR/TITLE/ADDRESS	PHONE #	# CALLS MADE	DATE INTERVIEW COMPLETED
South Carolina	J. W. Davis, Ph. D., Director Teacher Education and Certification Room 1011 Rutledge Office Building Columbia, S. C. 29201	(803) 758-3125	1	November 2
South Dakota	L. N. Pier, Director Teacher Certification Department of Public Instruction Pierre, S. D. 57601	(605) 224-3245	2	November 5
Tennessee	A. B. Cooper, Director Teacher Education and Certification State Department of Education 123 Cordell Hull Building Nashville, Tenn. 37219	(615) 741-2270	1	November 5
Texas	Waurine Walker, Ph. D. Assistant Director of Teacher Education and Certification Texas Education Agency Austin, Texas 78701	(512) 475-2721	3	November 5
Utah	Vere A. McHenry, Ph. D. Administrator, Division of Instructional Support Services Office of the Superintendent of Public Instruction 1400 University Club Building Salt Lake City, Utah 8411	(801) 328-5965	1	November 1

LETTER SENT BY WILTON ANDERSON TO 16 COP PROJECT DIRECTORS

ABT ASSOCIATES INC.
55 WHEELER STREET, CAMBRIDGE, MASSACHUSETTS 02138
TELEPHONE • AREA 617-492-7100
TELEX: 710-320-6367

Dear

The Bureau of Educational Personnel Development has employed the services of Abt Associates Inc. of Cambridge, Massachusetts to conduct an impact evaluation on the Career Opportunities Program. It was agreed that a random sample would be selected from the Career Opportunities Program world and these particular sites would serve as evaluation points. It should be stressed that your site was selected strictly by a random process, rather than by some area of achievement or level of deficiency.

The staff here in Washington, D.C. has discussed at length with Abt personnel the evaluation procedures and instruments which will be used for the impact analysis. The staff and I, after having discussed all aspects of the evaluation design with Abt Associates, decided that you should make a special effort to attend the September 24, 1971 clarification meeting. At this meeting you will have the opportunity to raise questions directly about the presentations from Abt, as well as meet their field representatives.

We strongly urge your making every attempt to be present and share with us in finalizing the point which directly affects the Career Opportunities Program. Thank you for your cooperation.

Sincerely yours,

Wilton Anderson
Chief, Career Opportunities
Urban, Rural School Development
Program

Follow-up to Wilton Anderson's letter from Abt Associates

ABT ASSOCIATES INC.
55 WHEELER STREET, CAMBRIDGE, MASSACHUSETTS 02138
TELEPHONE AREA 617-492-7100
TELEX: 710-320-6367

September 17, 1971

Dear COP Director:

You have recently received a letter from Dr. Wilton Anderson of the Career Opportunities Program inviting you to a Washington conference of selected COP Project Directors on Friday, September 24. As Dr. Anderson indicated, Abt Associates will be conducting that conference, intending to discuss with you the details of the study we have been commissioned to conduct over the next several months.

Abt Associates will be paying for your travel expenses. We have pre-paid the cost of air travel and hotel rooms for the night of Thursday, September 23. You will not have to use a great amount of your own cash to finance the trip. Your other travel expenses will be reimbursed to you after the conference. Please refer to the accompanying travel expense instructions for details.

We have one immediate request to make of you. Because our study will involve a sampling of participants within each project in the study, we will need a list of the names of all of the aides in your Career Opportunities Project. We ask that you please bring such a list with you to Washington. Please identify the first-year aides on this list either by an asterisk or by a separate listing.

Thank you for your help. We are looking forward to meeting with you on September 24.

Sincerely,

Sydelle S. Shapiro

Sydelle Stone Shapiro, Ph.D.

SSS/drs

COP PROJECT DIRECTORS CONFERENCE
Washington, D. C.
September 24, 1971

TRAVEL EXPENSES

HOTEL

A reservation has been made in your name for a single room on the night of September 23 at the following Hotel:

The Pitts Motor Hotel
1451 Belmont Street, N. W.
Washington, D. C.

The charge for the room will be paid directly by Abt Associates Inc.

The conference will be held at the hotel on Friday, September 24, beginning at 8:30 a. m. Additional information about the meeting will be available at the desk when you check in.

AIR TRAVEL

We have issued the enclosed round-trip ticket for you through our own account. The ticket does not specify the airline nor the time of travel--we feel that you are in the best position to plan your own departure and arrival times. You are free to have the ticket changed, subject to the following limitations:

- First class travel is allowable only where it is shown that coach class is not available;
- The route selected shall require no additional fare than shown on the ticket except where it can be justified because of the shorter duration of the trip or more convenient departure or arrival time.

MEALS AND GROUND TRANSPORTATION

There is no simple way that we can pre-pay these expenses. Therefore, we ask that you cover them out of your own travel funds and submit a voucher to us for reimbursement. Allowable expenses are as follows:

- personal meals
- cab, bus or limousine to and from airports
- airport parking
- personal auto use (reimbursable at the rate of $0. 10 a mile)

Reimbursement for meals and ground transportation will not exceed at total of $32.

TRAVEL EXPENSE VOUCHERS

After you return home from Washington, you should prepare an itemized list of your expenses (including air ticket stubs if additional fare was required), sign it and send it to:

Mr. Roger Milnes
Abt Associates Inc.
55 Wheeler Street
Cambridge, Mass. 02138

We will then mail you a check.

ABT ASSOCIATES INC.
55 WHEELER STREET, CAMBRIDGE, MASSACHUSETTS 02138
TELEPHONE • AREA 617-492-7100
TELEX: 710-320-6367

CAREER OPPORTUNITIES PROGRAM
IMPACT EVALUATION
September 24, 1971

AGENDA

MORNING

Opening Remarks	Wilton Anderson
General Description of Study	Abt Associates Inc.
Details of Fall Survey a) State Education Agency b) Aides	Abt Associates Inc.
Details of Spring Survey a) Aides b) Institutions c) Teachers d) Students	Abt Associates Inc.
Questions and Answers	
Complete Informational Check List	
Lunch	

AFTERNOON

Discussion of COP Business	Wilton Anderson

ABT ASSOCIATES INC.
55 WHEELER STREET, CAMBRIDGE, MASSACHUSETTS 02138
TELEPHONE • AREA 617-492-7100
TELEX: 710-320-6367

COP PROJECT DIRECTORS' CHECK LIST

PROJECT DIRECTOR

Name: _____

Address: _____

_____

_____

Phone #: _____

LIAISON NOMINATION

Name: _____

Address: _____

_____

_____

Phone #: _____

As part of our Spring visit, we wish to interview persons who are most likely to recognize the impact of COP. We have listed a number of "key" persons. Please give us their names, etc. Also list other persons who you feel should be spoken to in an impact evaluation of COP.

PROPOSED LIST

	Name	Address	Phone#
Superintendent of Schools			
Principles of Schools which have COP Participants			
Chairman of School Board			
Chairman of COP Advisory Council			

	Name	Address	Phone#
College: COP Counselors			
College: COP Teachers			
College: Dean of Admissions			

OTHER KEY PERSONS

Title	Name	Address	Phone #

Fall Visit: We would like to be out in the field testing during the week of October 18. This fall visit will be one day. The purpose of the visit is to administer questionnaires and tests to 30-40 COP aides in your project. We will require a total of 2 1/2 hours of time for this. (The Spring Visit will be more extensive.)

Please indicate below your first and second choice as to day and date of our visit:

	first choice	second choice
Monday, October 18	____	____
Tuesday, October 19	____	____
Wednesday, October 20	____	____
Thursday, October 21	____	____
Friday, October 22	____	____

Thank you for your help.

Letter to COP Directors Following Washington Meeting

ABT ASSOCIATES INC.
55 WHEELER STREET, CAMBRIDGE, MASSACHUSETTS 02138
TELEPHONE • AREA 617-492-7100
TELEX: 710-320-6367

September 28, 1971

Dear COP Director:

It was a pleasure to meet and visit with you (or in some cases, your deputy!) and to present our evaluation plan for COP. A number of suggestions made by the Directors have already been incorporated into our plans. We would appreciate any comments and suggestions from you, particularly concerning the spring survey. You know your projects best and can best judge where impacts are most likely to occur. Please inform us of any impact measure you believe should be taken.

There are a few points which may need clarification, and so I am taking this opportunity to do so.

Honorarium: Abt Associates suggests that the work of the Project Director or liaison man in coordinating the site visits will require time beyond the usual day. Therefore Abt will furnish an honorarium of $100 to each liaison man and an additional $100 to the five liaison men who have the task of arranging student testing.

Confidentiality of Data: This requirement will of course be honored. The problem is that some identification is necessary in order to match fall and spring data to the participants. Several Directors expressed concern that their aides would be most unhappy about writing their names on these papers. We think we can avoid this problem by not asking for names but simply for their date of birth. This will function as a satisfactory identification code.

Motivating the Participants: The most difficult task of this evaluation is convincing the COP aides to cooperate with the evaluation. Some are afraid of tests; most are fed up with them. We recognize the challenge inherent in this. Our suggestions are limited to those which follow:

- The program people in Washington require the evaluation to substantiate the worth of the program. It would therefore be to the advantage of the project for everyone to do his best.

- You are not competing with anyone nor will you be compared with anyone but yourself. You will be retested in the spring. If anyone is interested in seeing how much they improved between fall and spring testing he will be able to get this information, but only for himself.

Perhaps you know of another way. Please share it with us and we will send it along to all the other Directors.

You will be receiving a call this week from the staff member who will be fielding this study at your site. Our staff are all experienced in both field work and research techniques. They are looking forward to visiting with you on this project.

Thank you for the generosity of your response in Washington. Jack Lyons and myself are at your service, as well as the field staff of COP.

Cordially yours,

Sydelle Stone Shapiro

Sydelle Stone Shapiro, Ph. D.

SSS/drs

SAMPLE COPY OF LETTER TO PROJECT DIRECTORS TO CONFIRM DATE OF SPRING VISIT

ABT ASSOCIATES INC.
55 WHEELER STREET, CAMBRIDGE, MASSACHUSETTS 02138
TELEPHONE • AREA 617-492-7100
TELEX: 710-320-6367

January 19, 1972

Dear (Project Director):

This is to confirm the scheduling arrangements we made over the telephone for my visit to the Hartford COP program this Spring.

If all goes as planned I will be carrying out the final portion of the COP field study (to be described in detail in a forthcoming letter to you) in Hartford from April 3 to 4. If in the next few weeks you anticipate any changes, please call me right away.

I very much enjoyed speaking with you again, and hope that my April visit will proceed as smoothly as the previous one.

Sincerely,

Patricia Cook

ABT ASSOCIATES INC.
55 WHEELER STREET, CAMBRIDGE, MASSACHUSETTS 02138
TELEPHONE • AREA 617-492-7100
TELEX: 710-320-6367

21 January 1972

Sample Copy of Letter Sent to Project Directors Detailing Plans of Spring Field Effort

Dear Project Director:

As you know, the COP impact evaluation at your site is to take place in two phases: fall, 1971 and spring, 1972. We were very pleased with the results of our fall field effort and trust that you also found it satisfactory. The purpose of this letter is to describe in detail most of our spring survey needs at your site.

Our Contract Monitor, Dr. Robert Hall of the Office of Education, concurred with our desire to send you our first report on COP. This is an interim report which describes all activities related to the COP impact evaluation through November 17, 1971. We are delighted to enclose it here and hope you will find it interesting.

By this time you have undoubtedly spoken to _____ the Abt field staff members responsible for conducting spring testing at your site. The entire field staff is now busily preparing for the first two weeks in April, when we will complete the COP survey in the sixteen sites. This letter will inform you of our plans for the two day visit to your program so you can estimate what the logistical requirements will be for (site).

If all goes as planned, the following tasks will be accomplished during each of the two days your site is visited:

Day One

1. Post-testing of those COP participants who took the ABLE test last fall. The testing will once again take approximately two and a half hours and will include both the ABLE test and the Participant Questionnaire. The ABLE test is a different form; the Questionnaire has been revised. It would be desirable for participants to be tested in the same location as before; however, we recognize that this will not be possible in all instances.

2. Drop off the self administered questionnaires to:

   The Superintendent of schools
   Principals of schools in which COP participants are assigned to teach

Administrators/Faculty of the college or university in which COP participants are enrolled (to be given to those staff members most knowledgeable about the COP program and participants in relation to the college or university--possibly including instructors of COP courses, counselors of COP students, coordinators of the COP program, etc).

The Project Director

Since most field staff will not know the transportation routes between schools or other locations where questionnaires must be dropped off, it would be most helpful if you accompany the staff member or, if this is not possible, provide him with specific directions. The questionnaires take approximately ten to fifteen minutes to complete; therefore, it would seem possible to collect them toward the end of the business day.

Day Two

1. Post-testing of those COP participants who were unable to be tested in previous day. We have reserved this time merely as a contingency and hope it will not have to be utilized.

2. Pick-up of self-administered questionnaires which were not completed the previous day. Again, we hope that this will be accomplished at the end of day one. However, if the site is very large and includes many respondents, this may not be possible.

3. Return to Cambridge.

Attached to this letter, please find the following lists:

- Names of those COP participants who were tested in the fall and who need to be contacted for post-testing this spring. As you know, we cannot substitute new people, even if those on the list are unable to attend, as we have no base line data on them. Please impress upon the participants the importance of their re-taking the test once more.

- Names of school principals, the superintendent of schools and college or university faculty whom we wish to fill out self-administered questionnaires. If we have omitted any names or if there are any additions or deletions to be made, please contact us.

You are, of course, the best judge in determining the most appropriate time and means of contacting all the people we need to see this spring. We look to you to acquaint the personnel listed on the attached sheets with the purposes of our visit and in eliciting their cooperation with our study within the next few months.

The honorarium will be mailed to each project director within two weeks after completion of the COP spring visit in April. This is an acknowledgement of the extra effort required of each project director in helping to field this study. Since five project directors will have much more required of them due to student testing at their sites, they will receive $200; all other project directors will receive $100. This was described to you before, but since there seems to be some concern about it, we are anxious to reiterate our guarantee.

We look forward to hearing from you within the near future regarding any revisions of the attached lists, questions, suggestions or recommendations you might have.

Sincerely,

Patricia Cook
Field Supervisor

PC:ds

Enclosures

3 March 1972

Dear Project Director:

I would like to take this opportunity to introduce myself as the new Field Coordinator for the COP Spring Survey and to tell you of a procedural change in the administration of the Principal Questionnaires at your site. As you know, Abt Associates plans to administer questionnaires to the IHE personnel, principals of COP schools, superintendents and the Project Director at your COP site.

However, due to the number of principals involved in this effort, and because our staff will be pressured to complete a myriad of tasks during the short visits, there has been a change of procedure with regard to the principal questionnaires only.

Subsequent to clearance from the Office of Management and Budget, Abt Associates will be sending you the appropriate number of questionnaires for all the principals involved with COP at your site. Each questionnaire will arrive with the respective principal's name on it. Each questionnaire will also be accompanied by a stamped, Abt-addressed envelope for return to Abt Associates after completion.

We are counting on your cooperation in seeing that each principal receives his self-administered questionnaire, and that prior to distribution of the questionnaire you will call or contact each respondent to explain the purposes of the COP study and the questionnaire return procedure. It is critical that we elicit the cooperation of all the principals in filling out the questionnaire, which is self-administered in approximately ten minutes. Once the questionnaire is completed, the principal need only mail it back to Abt Associates in the envelope provided.

Shortly after the receipt of this letter, the Abt staff member responsible for conducting spring testing at your site will call you to confirm this change in procedure with you. Your cooperation in regard to this change is greatly appreciated.

I have enclosed with this letter our list of all those who will receive questionnaires at your site. If this list is incomplete, either by name or address, please call me at (617) 492-7100, ext. 233 or forward a completed list to me so that we can mail you the appropriate questionnaires. ** ++

Respectfully,

Laura R. Studen
COP Field Supervisor

** TO BE ADDED TO CEDAR RAPIDS LETTER ONLY:

Given the large number of superintendents at the Cedar Rapids site, we wish to also apply the above procedures to the Superintendent Questionnaire. You will receive questionnaires for both your principals and superintendents. If you would please distribute them in the manner outlined, it would be greatly appreciated.

++ TO BE ADDED TO FINAL PARAGRAPH FOR ASHEVILLE, DENVER, HARTFORD, SAN DIEGO AND STOCKTON:

A complete list of those classes selected for student testing and those teachers who will be administered a questionnaire at your site will be included in a forthcoming correspondence.

LETTER TO PROJECT DIRECTORS

ABT ASSOCIATES INC.
55 WHEELER STREET, CAMBRIDGE, MASSACHUSETTS 02138
TELEPHONE • AREA 617-492-7100
TELEX: 710-320-6367

13 March 1972

Dear

Enclosed please find letters to those teachers who have classrooms chosen for administration of the Student Opinionaire. The letter explains the procedures which will be used for administering the Student Opinionaire and introduces the Abut Field staff members who will be coming to his/her site. It would be greatly appreciated if you could forward these letters to the appropriate teachers so that they may become more familiar with the procedures for testing.

The Abt field staff member responsible for testing at your site will be calling you shortly to ensure that classrooms have been secured and that things are proceeding smoothly. Please do not hesitate to call me if any problems arise.

Thank you for your cooperation.

Respectfully,

Laura R. Studen

LETTER TO TEACHERS OUTLINING TEST PROCEDURES

ABT ASSOCIATES INC.
55 WHEELER STREET. CAMBRIDGE. MASSACHUSETTS 02138
TELEPHONE • AREA 617-492-7100

13 March 1972

Dear Teacher:

Abt Associates Inc., an educational research firm based in Cambridge, Massachusetts, has been asked by the United States Office of Education to conduct a study of the Career Opportunities Program. As a part of this study, we will be measuring attitudinal changes among pupils in classrooms with and without COP aides.

To do this we need your assistance. We have prepared a survey instrument for use with young children and we would like to use this instrument in your classroom. The entire procedure will take approximately 25 minutes and will be conducted by one of the Abt field team (Pat Cook, Linda Hailey and Laura Studen) who will be visiting your site on Monday and Tuesday, April 3 and 4. The instrument is designed in a game-like format and in our experience, children who participate are enthusiastic and amused. We hope your class will enjoy it as much as others have.

We will require a small amount of preparation for our survey:

- All the students must be able to see us; therefore, we ask that, if possible, you arrange all the seats facing the same direction.
- The students should be at least two feet from their left or right neighbor.
- We will supply paper and materials but the students should have a pen or pencil.
- It is not necessary that you prepare the students in any particular way for our visit. Above all, do not tell them that we will be giving them a test, as this may create unnecessary anxiety. To ensure that the data we collect is as useful as possible for our study of COP, we also ask that you do not mention that COP is involved in the study. We will explain this to the class after we have finished the game.

While the students are being administered the Opinionaire, we would like to request that you fill out a self-administered questionnaire which takes approximately 10 minutes to complete.

If you have any questions in relation to this matter, please contact your COP Project Director or call me directly at Abt Associates, (617) 492-7100, ext. 296.

Thank you for your cooperation and assistance. We look forward to visiting your classroom.

Sincerely,

Laura R. Studen

Laura R. Studen

LETTER TO PROJECT DIRECTORS

March 27, 1972

Dear

On March 3, we wrote to you describing procedures for the distribution of the principal questionnaires at your site. We had hoped to send this letter and the questionnaires to you before now. Unfortunately, there was a delay in Washington and we were unable to get these to you sooner. In any case, finally, here they are.

I have now enclosed the appropriate number of principal questionnaires for distribution at your site. We have attached to each questionnaire the principal's name, according to the list we received from you. The names can be detached from the questionnaire before it is filled out in order to preserve anonymity.

In keeping with the procedures previously outlined in the letter of March 3, would you please distribute the questionnaires to the appropriate persons and briefly explain the purposes of the COP study and the need for their cooperation? Each questionnaire is accompanied by an Abt-addressed stamped envelope for return of the questionnaire to Abt Associates Inc. by the principals. We hope they will find this a convenient way to respond to us.

We greatly appreciate your assistance in this procedure and all your help throughout this project. If you have any questions on this, please call me.

Respectfully,

Laura R. Studen
COP Field Supervisor

LETTER TO PROJECT DIRECTORS

ABT ASSOCIATES INC.
55 WHEELER STREET, CAMBRIDGE, MASSACHUSETTS 02138
TELEPHONE • AREA 617-492-7100
TELEX: 710-320-6367

March 28, 1972

Dear

In preparing for our Spring visits to your site, we have discovered that there is a considerable volume of materials which our Abt staff member will need to conduct our COP Impact Evaluation. Due to the limitations in travel in regard to the volume of this material, we have taken the liberty of mailing the materials directly to you prior to the arrival of the Abt field staff member.

We sincerely hope that this sudden change in procedure will not inconvenience you in any way. The material will be arriving shortly via Emery Freight. An Abt field staff member will be calling you shortly to confirm the arrival of these packages. We would appreciate your holding the boxes until the Abt field staff member arrives at your site.

Your cooperation in this matter is greatly appreciated. Again, I hope this does not inconvenience you in any way.

Respectfully,

Laura R. Studen
COP Field Supervisor

LETTER TO PROJECT DIRECTORS REQUESTING ADDITIONAL DATA

ABT ASSOCIATES INC.
55 WHEELER STREET, CAMBRIDGE, MASSACHUSETTS 02138
TELEPHONE • AREA 617-492-7100
TELEX: 710-320-6367

April, 1972

Dear (Project Director):

The Office of Education has requested that some data in addition to the achievement test scores be obtained from the sampled classes in (name of site). Specifically, for each child to whom we administered faces tests, the following information is requested:

Sex
Ethnic ID
Date of Birth
IQ
1971 Achievement Test Scores
1972 Achievement Test Scores
Family Income
AFDC status
Free Lunch Program participation

For associated schools participation information is requested for

Federal Lunch Program
Title I
Title VII

We have prepared the attached layout sheets to simplify the data transfer. AAI will send you these sheets with the following information already typed in: Students name, Teacher, School, Grade, Aide status. Each class will appear on a separate set of layout sheets. They will be ready within the next week or ten days and will be sent to you at that time.

We would appreciate a letter from you at this time stating the availability or non-availability of this data and preferred method of transmitting it to us.

Should the data be available but staffing pressures make recording difficult, AAI can easily arrange for its own staff to do the clerical work.

Should achievement tests be given but scores not be available for some time, we would like to arrange for hand scoring of these tests.

We have been most appreciative of the assistance that your office has given us in carrying out the complex tasks of this study. This assistance has been critical to the success of the COP evaluation as it has progressed. We look forward to your continued interest in meeting these requests of the Office of Education.

Cordially,

Sydelle S. Shapiro, Ph.D.

SAMPLE COPY OF LETTER OF THANK YOU TO PROJECT DIRECTORS

ABT ASSOCIATES INC.
55 WHEELER STREET, CAMBRIDGE, MASSACHUSETTS 02138
TELEPHONE • AREA 617-492-7100
TELEX: 710-320-6367

April 21, 1972

Dear

Abt Associates Inc. would like to thank you for your cooperation and assistance in successfully carrying out the COP Impact Evaluation. As soon as the results have been tabulated, and our final report accapted, be assured that we will send you a copy.

Again, thank you for your assistance.

Respectfully,

Laura R. Studen

Laura R. Studen
COP Field Supervisor

enclosure